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ABSTRACT

This report describes four urban elementary schools in Massachusetts that provide integrated two-way bilingual education to linguistic minority and majority students. Properly designed and implemented, two-way bilingual programs offer a language-rich environment with high expectations for every student in a climate of cross-cultural respect. Linguistic minority children are stimulated in their use of English, while being encouraged to value and employ their home language as well. Information was gathered from classroom visits and interviews with school staff and developed into narrative descriptions. Each profile comprises a summary of background information supplied by program coordinators and the narrative observations and personal reflections of the researchers. The following programs are described: (1) the Rafael Hernandez Elementary School (Boston); (2) the Amigos Program at the Maynard Elementary School (Cambridge); (3) the Growing Together/Creciendo Juntas program at the James F. Hennessey Elementary School; and (4) the Two-Way Bilingual Education Program at the Endicott Early Childhood Center and the Bates Elementary School. The policy of the Massachusetts Board of Education on the education of linguistic minority pupils and a report summarizing integrated bilingual education are included. (FMW)

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Massachusetts Department of Education
Office of Educational Equity

Two-Way Integrated Bilingual Education

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POLICY STATEMENT

* **All pupils should develop respect for personal and cultural differences, and linguistic minority pupils should experience in-the-school support for finding their way between two cultures. School organization and staff should model the respect and openness that they seek to develop in their pupils, neither denying the ways in which linguistic minority pupils differ from majority pupils, nor stereotyping these differences positively or negatively, nor assuming that the school's mission is to make all pupils the same.**

* **Language and cognitive proficiency, and respect for human differences and for oneself, are learned through daily experience. It is the responsibility of the principal and of individual teachers to organize the school and classroom so that pupils are challenged to use language, to think, to solve problems, to create, and to cooperate in these tasks with fellow-pupils who differ from them in many ways.**

* **While many pupils will need various forms of additional support, this should so far as possible be integrated into the learning experiences which they share with pupils whose needs and strengths are different. Relegation of linguistic minority pupils to separate and less-demanding curricula (even if undertaken with good intentions) is unfair to them and to their schoolmates.**

* **Schools should give a clear and consistent message about their expectations for what all pupils -- including linguistic minority pupils -- should learn. Assessment of competencies and knowledge should be sensitive to language and cultural factors, but it should never give the message that the school holds lower expectations for linguistic minority pupils.**

* **Language and cognitive development are closely related and fundamental; they should be continually stimulated in <u>both</u> (or all) of the languages spoken by linguistic minority pupils. Language development should be a conscious part of teaching in math and science as much as in "language arts," and <u>all</u> teachers should possess appropriate insight and skills in this area.**

* **The opportunity to continue to develop proficiency in a language other than English should be made available to linguistic minority pupils as an enrichment of their education, not as a remedial measure.**

Adopted by the Massachusetts Board of Education on June 27, 1989

INTRODUCTION

This report describes four urban schools in Massachusetts that provide **integrated two-way bilingual education** to linguistic minority and majority children.

A dozen other schools in the Commonwealth are at some point in this process of integrating bilingual and regular education.

More than any other model of education for linguistic minority pupils, two-way bilingual programs meet the diverse expectations that we set for our schools. Properly designed and implemented, they offer a language-rich environment with high expectations for every child, in a climate of cross-cultural respect. Linguistic minority pupils are stimulated in their use of English, while being encouraged to value and employ their home language as well.

The purpose of this report is to provide education professionals and parents with the answers that several schools have found to the challenge of educational integration. It is important to note that these answers are not the only ones possible. They represent solutions that these school teams have come to -- solutions which are constantly being revised in response to experience.

The first edition of this report, prepared by Yvonne LaLyre on the basis of information collected by Esther de Jong of the University of Tilburg, The Netherlands, was published in June, 1989. It contained school profiles focusing in five areas: background information, instruction, staff development, parental involvement, and evaluation.

Although the first report contained essential comparable information for different schools, it lacked the spark of personal interactions. For example, the profiles indicated how many hours per week second graders would have in Spanish but could tell nothing about their attitudes or how much Spanish they spoke among themselves.

The new edition offers a closer and more faithful description of each of the programs. Two additional interns from Europe, Karoline Winkler of Hannover, West Germany, and Angela Menna of Tilburg -- worked with Dr. LaLyre to carry out extensive classroom observations in late 1989.

It is worth noting how generously and undefensively the principals and teachers of the schools described here (and several others not included in this report, including the Barbieri in Framingham, the Hurley in Boston, the Chandler Magnet in Worcester and the Garfield in Revere) allowed these visitors access to their classrooms.

Even before Karoline and Angela became familiar faces to students and teachers they were invited to observe and participate in daily instruction activities. Between friendly chats and interactions with the students they compiled their observations into narratives. Of the many pages of information they gathered, Dr. LaLyre decided to reproduce just enough to give the reader a flavor of the classrooms. School staff reviewed the narratives, but agreed that low moments as well as high points should be included to give a realistic picture of daily experience.

These are, after all, schools facing the full range of problems of the urban environment; none of these programs is in any way selective, and the schools in Boston and Lawrence reflect, in their ethnic makeup, school systems that are overwhelmingly poor and three quarters minority.

The observations in Boston and Cambridge are by Karoline Winkler, those in Lawrence by Yvonne LaLyre and those in Salem by both Karoline and Yvonne. Due to her other responsibilities in the Office of Educational Equity, Yvonne's visits were for only a single day and focused on obtaining detailed information regarding the overall organization of the instruction. This was done through observations as well as interviews with the school staff and the program coordinators.

Each profile has two sections: the first is a summary of information provided by program coordinators and the second section consists of observations and personal reflections based upon what was observed. These reflections do not represent an attempt at evaluation of the education practices of each school; they call attention to particular aspects of the observations that were of special interest to the authors.

As a context for these profiles we have included the policy on the education of linguistic minority pupils adopted by the Massachusetts Board of Education in June 1989, and a chapter written by Yvonne LaLyre and me for Ethnic Minority Languages in Education, edited by K. Jaspaert and S. Kroon, to be published this year in the Netherlands. We have also included a brief "program prototype" that was developed this year for Boston schools seeking to implement two-way bilingual education.

Charles L. Glenn, EdD, PhD
Executive Director

THE RAFAEL HERNANDEZ ELEMENTARY SCHOOL

Background Information

School district: Boston Public Schools

School: Rafael Hernandez Elementary School

Name of the program: Rafael Hernandez Two-Way Bilingual Elementary School

Languages: Spanish and English

Grade levels of school and of program: K1 - 8 (planned)

Number of students in program: 351 (1989/90)

Racial/ethnic breakdown of students in school:
55% Hispanic
28% Black
17% White

Source and amount of Supplemental Funding: Chapter 636: $40,000

Number of students in school entitled to free lunch: 80% of students participate in lunch program. 84% of those participating receive either free (75%) or reduced-price (9%) lunch.

Contact Person for program:

Margarita M. Muñíz
Principal

Rafael Hernandez School
School Street
Roxbury, Ma 02119
Phone: (617) 522-9571

The Rafael Hernandez started its two-way bilingual program in 1974. It comprises the entire school from Kindergarten 1 to grade 6 , with a 7th and 8th grade planned. It was the first two-way program implemented in a Boston public school; at least five others will begin operation in September 1990. The school is located in an area of low socio-economic status, but as a magnet school it receives also students from other areas of Boston. Enrollment is voluntary and a long waiting list exists.

Characteristics of the program

Goals and philosophy

As central goals, the school wants to support the culture of linguistic minority students, to provide them with the knowledge they need to undertake more complex roles and to integrate them effectively into both the Latino and the broader community. The educational model at the Hernandez follows the Boston Public School's Curriculum with the principle of whole literacy permeating all aspects of instruction.

Whole literacy is considered to empower and facilitate especially the overall learning of LEP (Limited English Proficiency) students. Reading and writing are incorporated in all subject areas. Critical thinking and analysis are the focus on which questions and answers are based. The staff believes that their LEP

students must master not only the structure and vocabulary of a language, but also the fine nuances of the genre, the topic, and the culture as it affects language forms. Staff of the school quote the following as reflecting the underlying philosophy of the Hernandez:

> Literacy as adaptation encapsulates the survival or pragmatic value of literacy. Such functional literacy is broadly conceived as the level of proficiency necessary for effective performance in a range of settings and customary activities.
>
> Literacy as power, is a concept emphasizing the relationship between literacy and community group advancement. According to this view, literacy is a necessary tool for socio-political advancement.
>
> Literacy as a state of grace depicts the tendency in many societies to give favored status to the literate person or to imbue this individual with special virtue and powers. This captures the elitist status accruing automatically to the possessor of reading and writing skills. This individual has access to the accumulated knowledge of humankind and enjoys a favored intellectual status among the populace, the majority of whom do not possess such skills. (Scribner's "Three Metaphors of Literacy" in: Susan Goldman, Becoming Literate in English as a Second Language, 1987)

Curriculum design

For social studies, science and mathematics, students are grouped in integrated homerooms. The school works on a monthly thematic system for instruction in science and social studies. For example, in science the theme may be MAGNETISM for the two homerooms in 2nd grade. Each class will do this unit in one language. Within the ten thematic units of the school year, the languages will be switched (i.e. Spanish for all students in one unit and English for all students in the next unit). Those students who require instruction in their native language are provided that opportunity. The goal is for each class to obtain, for academic subjects, a 50/50 balance between the languages. Mathematics is taught primarily in English.

All teachers are supposed to use one language only for a particular period (lesson/unit), but the students may ask questions in either language. In non-academic subjects, the language used is dictated by the availability or non-availability of a bilingual teacher.

In addition, the school has a language policy for non-academic times (e.g. lunch, recess), whereby, Tuesdays and Thursdays are Spanish days and students and staff are to speak Spanish only. In addition, announcements, etc. are given only in Spanish on those days. All messages sent home and school activities are done in both Spanish and English.

Since the Mackey Middle School--the only middle school with components of a two-way language program--was closed, the Hernandez staff decided to add grades 6-8 to their own school. The 6th-8th grades will function separately as a middle school section with bilingual self-contained groups.

Reading instruction

In Kindergarten children learn direction-following skills, basic vocabulary, and the production of language through songs, rhymes, poems and every day conversation in both languages. Students are grouped for some activities based on their dominant language as determined by the Language Assessment Center prior to enrollment in Kindergarten or through parental preference.

Generally, students are taught to read in their primary language beginning in the first grade. They are grouped for reading according to language dominance first and then according to ability. Once they master the skills required of them and are performing on or above grade level, they will begin reading in their second language. The teachers' judgement and placement tests provided by the reading series are used to determine whether or not the student is ready to start reading in the second language. This may be at the end of first or beginning of second grade. Students are not switched to the second language before the second

half of first grade. Besides the reading instruction during the first two periods every day for the entire school, students learn their second language in ESL or SSL classes where emphasis is given to oral language acquisition. Parents who want their child to begin reading in the second language may decide so. Usually they are given one week to test whether or not the decision works for the child.

In grade 2 all students begin reading in their second language (if they have not begun already in first grade) and are grouped according to skill mastery level. Teacher judgment is also used as a measure of where students should begin. Throughout the grade levels students are evaluated at the end of the year to review level placement.

Instructional Techniques

The techniques used in the school comprise whole language approach, total physical response, cooperative learning and groupwork. Other major techniques employed by the staff are: Multi-age-grouping and Teaching-across-the-curriculum. In addition, the school periodically organizes activities involving the community to enrich instruction in the entire school.

Multi-age grouping

The students at the Hernandez are leveled for academic instruction according to ability. This grouping is not limited by grade level, but the 1st-3rd and the 4th-5th grades are usually leveled together. Students may be in grade 1 or grade 2, but if they are functioning at a higher level in a subject, they are allowed to work with a group that is functioning at their level.

Teaching and learning across the curriculum

School-wide thematic units are developed for the school to create an atmosphere which expands a broad base of knowledge in each unit. 1989/90 units include: Black history month, simple machines, energy, Latin American countries, holidays, animals and plants. All themes are cross-referenced with grades and curriculum.

The school organizes an annual Literature and Science Fair. Students write, illustrate and publish their own books based on their own ideas and experiences. These books are used for the literary component of the fair. Students also investigate and make observations outside the school setting relative to questions and hypotheses they have formed. This scientific data is then recorded. The students' science experiments and the student-produced books are then displayed during the annual open house every April--to which parents and community members are invited.

For "Books and Beyond" the students read books of their choice at home on their own and with parents or other community members. The students are expected to develop a sense of sharing and of ownership for the stories that they read. They are rewarded for each of seven stations that they work their way through and if they complete all seven stations, they receive a gold medal.

Silent reading is especially supported in the school. Teachers and students read silently for a portion of each day. The teacher's silent reading is used as a model to encourage the students to read independently and avidly.

Furthermore, the school integrates external resources into the curriculum. Historical and cultural institutions relevant to the students and their environment are selected to expand their horizons beyond their neighborhood. Programs have been established with the following: Boston Museum of Science, Boston Museum of Fine Arts, the Otis House, the Afro-American Meeting House, the Franklin Park Zoo, Thompson's Island Discovery Program, the Boston Children's Museum, the Massachusetts Horticultural Society and Plimouth Plantation.

To reinforce and heighten Boston School's science objectives the Hernandez works together with a consultant from Wheelock College, who provides the school with external resources such as live animals and assists in developing school-wide thematic units in science.

Finally, the school fosters career awareness in the students through a program by Boston School Volunteers providing role models from the community to visit classrooms and expand upon the career options available for the students.

Integration of children's literature is accomplished through the use of classic and award-winning literature as supplementary material to the basal reader. A question-and-answer format is used throughout the novel to enhance critical thinking skills and promote language development.

The teachers make their own materials and adopt existing materials to their class situations. Throughout the grades the HBJ(Harcourt, Brace & Jovanovitch)reading series in Spanish and English is used. For mathematics, the Heath series and the Merrill series (both unavailable in Spanish) are used. The Hernandez has Apple and Wang computer labs, which are used to promote computer literacy and content area knowledge through various software programs. The school also utilizes the WICAT program, an system for math instruction on personal computers.

All teaching techniques mentioned are opportunities for bilingual learning since they are used for instruction in Spanish and in English. The following activities enhance especially active language use:

During "Reading aloud", producing either adult-to-child interaction or peer interaction, books are dramatized through oral reading to enhance the development of cognitive, vocabulary, oral language and literary comprehension skills.

Big books are employed in early grades with beginning readers. Commercially made big books are translated into Spanish and illustrated by students and teachers, who also write big books entirely by themselves.

For "Pen Pals" second, third and fifth grade students exchange letters and information in affiliation with the University of Massachusetts, Boston and the Friends School in Cambridge, Massachusetts. The goal is to elaborate upon the necessary skills for written communication which have already been presented in language arts classes.

Intercultural understanding is advanced through association with IBA/Areyto (a Boston Hispanic musical group) and through celebration of Hispanic cultural holidays. Other cultures are explored through thematic units and visiting artists from other countries.

Staffing

Except for pre-Kindergarten, there are two paired classes at each grade level, each one taught by a teacher and a paraprofessional. Two music teachers and one movement teacher (state funding), one physical education teacher and an art teacher cover the non-academic instruction. There are also one computer specialist, 2 resource specialists --one for Spanish and the other for English dominant students--, a Chapter I reading specialist, a Chapter I ESL specialist, a speech therapist and a psychologist, a nurse and a librarian. Some of these positions are part-time. The vast majority of the staff is bilingual with a clear majority of native Spanish speakers.

Staff development

There are regular inservice training sessions conducted for the staff. Teachers attend workshops at conferences on bilingual matters and visit other schools and programs when possible.

Parental involvement

A brochure which quickly outlines the philosophyof the school and what to expect is available as first information about the program. The school is featured also in newspaper and television stories on the occasion of various school events. All publications spark interest among parents, lead to inquiries regarding the school and to the increase of applications for enrollment.

The Hernandez offers a tour of the school every April for parents to visit the school, observe classes and ask questions concerning the curriculum.

The School Parent Council (SPC) and the School Improvement Council (SIC) are panels where parents have the opportunity to meet with the leading staff members to discuss and refine the school's educational policies.

Parents are welcomed to and regularly contribute time and ideas for instruction and classroom management. Complex activities, such as building the school's playground, are organized by parents and staff equally. Parents facilitate science lessons, help organize projects and field trips and care for office matters.

Evaluation

Goal: *To determine the progress of students*

Activities:
1. The required standardized tests such as the Metropolitan Achievement Test, tests for the system-wide reading series in both languages, and systemwide Criterion Reference Tests are administered throughout the year. In addition, the staff decided to put to account the IDEA Oral Language Proficiency Test for Spanish speakers using it for the English native SSL students to assess their progress in their second language quantitatively.

2. Students receive quarterly report cards and twice each year their parents are invited to the school to discuss the child's progress with the teachers.

Goal: *To determine the progress of the school*

Activities:
1. The entire staff meets twice a year in an overall school meeting to review and determine the goals of the school and adjust elements of the curriculum--for example, the percentage of languages used in each subject--or to develop appropriate themes for use in classroom instruction.

2. The parent council evaluates the program each year to determine their satisfaction with the program.

Problem solving

As the program grows there is increased need for space. Now, that the Hernandez will have its middle school section, changes need to be made in using the space the building provides. Students who are assigned to fill vacancies in the school at 4th or 5th grade level are in many cases not bilingual in Spanish and cannot be leveled easily, because of differences in age (theoretically they would have to start on first grade level). The teachers try to level these students within their grade levels. The School Department has now agreed to a procedure for determining proficiency in both languages before assigning pupils to the upper grades.

Promising activities

The ability leveling of all students for academic instruction, the cultural/collaborative component to organizations outside of school, and the fact that the entire school is a two-way program are considered to be promising by the staff.

OBSERVATIONS 1/17- 23, 1990

Karoline Winkler

Introduction

The school is located in an area of low socio-economic status. Coming up the street one cannot overlook the graffiti and spray paint pictures on the sidewalks and on the wall of a garage. The school stands out against the dilapidated surroundings with its new lawn, trees and bushes planted in front of the building and a playground built recently by teachers, students and their parents in cooperation with residents of the neighborhood.

My observations concentrated in the second grades. As in each grade level, there are two classes organized in closely cooperating teacher teams. The teachers are Maryann and Magda, each with a paraprofessional (Marilu and Angie, respectively). The leveling and grouping system requires congruence in time for the periods scheduled for reading, ESL and Spanish as a second language (SSL) and math. In the timetable below you will find Maryann's schedule in the upper line whenever the subjects for a period do not coincide. The bold characters designate the periods of observation included in the narrative to follow.

Instructional schedule of the second grades

	Mon	Tue	Wed	Thurs	Fri
9:40	**English Reading** ---------->				
11:10	**Spanish Reading** ---------->				
11:10-	Library	Computer	Gym	Art	Science
11:55	**Social St.**	Library	Art	Computer	
12:00	Recess, lunch, read aloud (for 15 min.)				
12:55					
12:55	Social St.	Social St.	**Lang.arts**	Science	Science
1:35	**World traveler**	Spanish culture	Gym		
1:35	**English Reading/ESL** ----------> (leveled groups)				
2:20	**SSL** ----------> (leveled groups)				
2:20	**Math** ----------> (leveled groups)				
3:05	**WICAT computer lab (twice/week each group)**				

The fact that the majority of the teachers, including the principal, have Spanish as their first language permeates the atmosphere inside the school. It is characterized by the constant interactions among the teachers and staff--almost all women--in Spanish. One has the impression that the school is a second home for the teachers and paraprofessionals as one notices the exchange of little treats and the chatting among them. This aspect of the teachers' behavior balances the dominant English influence evident in the majority of the interactions between the students.

What follows is the attempt to give life to the information about the school's bilingual program collected through a questionnaire and a narrative description of one Wednesday in Maryann's second grade, a Friday's Science lesson in the same classroom and a Monday in Magda's room. Not included in the narratives are the library, gymn and art sessions. At the end of the description you will find a brief analysis of events.

A Wednesday with Maryann and Marilu

The 2nd grade classrooms are on the first floor next to each other. They are connected through a narrow swinging door and the layouts and furniture arrangements are very similar. The wooden floor and huge windows convey a comfortable and bright atmosphere.

The windows take up one entire side of the big rectangular room and face the playground behind the building. Along this side of the room are the teacher's desk and the carpeted reading corner which is bounded by low bookshelves on one side and a huge cupboard storing materials on the other. The blackboard covers the wall opposite the windows. A collection of big books made by this and previous classes of Maryann hangs from its ledge.

A blue bulletin board with a poster about telecommunication, a calendar and other charts take up most of the space at one of the smaller walls. Near the bulletin board there is a cupboard and a round table with some chairs around it. Across the room there is a separate area for work with small groups. The desks are set up in the remaining undivided space in a three-side rectangle with an extra row of four desks in the middle.

<u>9:40-11:10 a.m. English Reading</u>
The 23 children (11 Hispanics, 7 Blacks, 5 Anglos) in Maryann's homeroom are either reading, moving around or talking to the teacher. It is still "silent reading" time before the first period starts. The teacher announces that those children who have not finished their January booklets may work on them now. I ask the Hispanic girl who is in charge of the check-off-list for these booklets to show me hers. It's a collection of worksheets with a variety of skill objectives such as math, reading, following directions, and so on. The children work independently on these booklets.

The principal makes some announcements through the intercom system. This communication includes the Pledge of Allegiance--in Spanish on Tuesdays and Thursdays--recited by a student. It is time now to start the academic day and to have Reading. Maryann explains that they have grouped the English dominant students of both homerooms according to three different achievement levels. The reading groups are named after titles of the basal readers from the HBJ-series used at the school for three years now.

Maryann teaches the "Streamers", the group of children who are English dominant and read at grade level. Almost all of them are at the other homeroom and come over now through a narrow door which connects the two second grade classrooms. For the upcoming two reading periods I will be with this group. Marilu, Maryann's paraprofessional, teaches the "Smiles", nine second graders who are assigned to special needs plus three older children out of the 4th grade. They read at first grade level. Marilu moves with her group to the teachers' room downstairs. Teaching both groups in the same room has proved to be too distracting.

Maryann and Marilu take turns at teaching these two groups, but only Maryann prepares the lessons. She writes the objectives and contents for each lesson on the blackboard. Seven children who read way above grade level go to the next classroom. They take part in Spanish reading. This small group named "Stairways" works on English reading with Maryann during the daily ESL-period in the afternoon. Maryann says of the grouping in three levels and immersing one group into Spanish reading in the morning:" [It is...] the answer to our prayers, because it works out perfectly in terms of the size of the groups, and serves the children the best.".

Maryann collects homework sheets from her students and then has them open their reading books for a poem. It's Old Mc Donald had a farm. She wants them to read aloud three verses of it in two groups. Since group II is not concentrating on it they start over several times. Finally she explains the task to them: they will write a paragraph about a make-believe field trip to a farm. First she has them brainstorm for what they might see on a farm. Together they decide on the first sentence : " Once I went on a field trip to a farm.". Maryann classifies their ideas in a list of things and a list of actions at the board. First the children name all kinds of animals, then they name machines, and finally people.

When a boy shouts "bulldozer" Maryann replies: "A bulldozer...on a farm ? Where would you usually see a bulldozer ?" - and she talks with them about construction sites in the city and bulldozers. She ends this with: "Don't forget about bulldozers, but we don't need that right now, OK.?". Eventually they have assembled phrases like "a tractor moving heavy rocks" or "the farmer milking a cow".

Then two boys hand out the children's notebooks and the teacher repeats that they are supposed to write at least five complete sentences about a field trip, but not always beginning with "I saw" They may use the introductory sentence from the blackboard or think of their own beginning. "Take out your crayons and draw a picture of your field trip when you've finished your writing!".

The class is busy writing and drawing. It is very quiet in the classroom and Maryann whispers when she helps single kids. A Hispanic looking girl gets a lot of attention from her classmates who ask her to spell words for them. The teacher comes over and remarks, that some children are so urbanized that they simply don't know what they may find on a farm. That is the trouble with the standardized test the school administers every year (the Metropolitan Achievement Test), she says, which contains words like "cottage" which most children have never heard of.

Then she takes a seat at an empty child's desk and the boy who has finished first comes up and reads his story to her. One by one the children show and read to her what they have done and they talk about it. She makes comments about the use of past tense to the Hispanic girl mentioned before, about missing punctuation marks to a black girl whose story is relatively long, and about incomplete sentences to someone else. She praises a Hispanic boy publicly for thinking of sentences different from the ones on the blackboard. I ask him to read it to me: "I saw a cow was back of the horse and the horse kick the cow" he reads with a heavy accent and then he explains that the farmer was first on the horse to go to milk the cow, but then he fell off and the cow got kicked by the horse.

The atmosphere in the classroom is pleasant. Some students talk about their drawings, others move around or are still busy writing or correcting their stories. The Hispanic girl has changed seats and is absorbed in drawing sitting right next to her teacher now. Then it's time to finish.

11:10- 12:55 a.m. Gym, lunch , and recess

Around 11:00 a.m. Marilu comes back in with her reading group. Maryann passes out corrected homework papers from the day before to the kids of her group and then a worksheet giving practice on comprehension skills as tonight's homework. The children regroup and Maryann's homeroom goes to Gym. After that they will have an hour for recess and lunch. Since it is a beautiful and warm day they can go out for recess on

the school's new playground. I go out with them and try to catch the children of Maryann's homeroom speaking Spanish, but I am not very successful since English seems to prevail.

After lunch they have about 15 minutes free before the next lesson starts. During this time Marilu usually reads aloud to the homeroom. Maryann chooses an author for each month and puts different books by him or her on display on the blackboard ledge. She suggests that I read to their homeroom today and so I take the chance and read three stories by Arthur Lobel to the slightly confused class while Marilu does something else.

12:55 1:35 p.m. Language Arts

Maryann returns from her lunch break to start language arts. I know that Maryann has planned to have the students do some creative writing in this lesson. She begins by reading to them a story about "Toad" having a dream.

"Today we'll write about something all of you have experienced, we'll write about a dream. I 'm going to read you a story about someone having a dream first. The story is in English, but you can write about it in English or in Spanish. You have this story to help you and you can use your own ideas". She reads a long story about a toad that dreams of being on stage doing everything just perfectly and being the greatest toad ever, until he realizes that the more attention he draws to himself the smaller his friend, the frog, gets. Then Maryann talks in detail about the dream with the class pointing out what it could mean. Finally she wants them to write about a dream they have had.

"Have you all had a dream ? I'm sure you have, everyone dreams; if you can't remember a dream to write about or you don't like the dream that you remember, you can also make one up, OK.?".She turns to the blackboard, "How would we start in English?"
Boy: "With the title!"
"No, I want the starting sentence"
Girl: "Once I had a dream..." - Maryann writes it on the board -.
Another girl: "Once upon a time... ."
"No, not this sentence. When do we use 'once upon a time' ?" We use it when a story refers to times long, long ago, but this is reality we write about. How could we start the story in Spanish ?"--now Maryann switches with ease to Spanish.

A girl who tried to talk to me in English earlier this morning, but could not make herself understood and had switched to Spanish says : "Un día tuve sueño" (I was sleepy one day)
"Si, bueno ..." - now Maryann talks quickly to her and to others sitting next to her in Spanish and finally they all agree with the sentence:
"Un día yo tuve un sueño" (I had a dream one day). The teacher writes it on the blackboard.
One of the dark-skinned boys, whom I have heard talking in Spanish with his friends on the way to school this morning, asks the teacher: "Maryann, can we copy that ?"
"What ? Do you mean, "Un día yo tuve un sueño" ?" -he nods- "Yes, sure, you can use that sentence." Later I see that this boy writes his dream story in Spanish. They all start out writing today's date neatly on the top line or the page and copying down either the English or the Spanish sentence from the blackboard.

A black boy, who has been quite distracting and talking all the time and is obviously not interested in story writing, asks the girl next to him how to spell a word. Maryann picks up on that:
"Don't worry about the spelling, just write as well as you can, as long as *you* can read it it's OK."

While the kids are writing it is absolutely quiet in the room. I walk around to see who writes in Spanish and who writes in English. Ten out of the 22 kids use English, 11 write in Spanish and one black boy has

written down both sentences from the blackboard. When I ask the teacher why he does that and if he is equally strong in both languages, she explains to me that this boy is a special needs kid and far from doing creative writing. He just copies from the blackboard.

Then she goes to the four desks in the middle bends down and talks softly in Spanish to the children sitting there. Some kids read their dream story to me when I ask for it. Finally the stories are collected by one girl. It is time for the next period.

1:35- 2:20 p.m. English as a Second Language (ESL) and English Reading

Marilu teaches the ESL group in the middle of the room while Maryann sits with the "Stairways" behind a partition. The ESL children are from both second grades. Ten children go for ESL to Carlos who is the school's Chapter I - ESL specialist. Three children of Maryann's class go--because of special needs--to the resource teacher for the last two (or three) periods every day.

Marilu uses worksheets to practice the vowel sounds with her group. She addresses two kids always in Spanish. Both have great difficulties to read in English. She explains to me that all these kids just started to read in English. With the others she uses as much Spanish as English. One task on the worksheet for example is to write the letter 'm' in front or behind a picture depending on whether the word starts or ends with 'm'. Then they do exercises in their books which transfer the task to the letter 'i'. An argument in Spanish starts between Marilu and a boy, because they cannot agree on whether one picture shows a belt or a whip. Another boy steps into the argument in English telling the other boy:
"No, this only looks like a belt, but it is a whip!" .

Then they do another exercise. They must identify in a puzzle the words which have double vowel sounds as in "see". Marilu calls on a few kids to read aloud their answers. One girl has checked off by sight all the required words, but when it is her turn to read one of them out she mispronounces the double vowel. The series Marilu uses with this group is called "Fish and not Fish - skillpack", by Ginn and Company. After watching them for 20 minutes I have a look to what Maryann is doing with her group.

Four children are absorbed in reading their books. They hardly notice anything around. Maryann shows me her materials. Thanks to an Horace Mann grant she has developed "Reading and Response". It is a collection of worksheets, test sheets (for the teacher) and cards with suggestions for various projects to be used to evaluate reading comprehension. Basically, she lets these students read novels and books they choose from the class book collection. Approximately every three weeks each child has a conference with her. The children decide on which book they want to have a conference. During the book conferences (which the kids enjoy greatly) they tell her about the main idea of the book, other events, the characters appearing, etc... Each child has a folder where they mark to which category the book belongs (e.g. Animal, Biography, Information, Folktale) on a list in the shape of a star. They are supposed not to read too many books of the same category over the year. The teacher notes on a spare sheet how well the child masters the different skills. The fun part of the conference are the projects. They may choose from about 15 art, writing or short writing projects. Possible projects are: "write a letter to the author and tell him/her what you liked about this book" or "make a poster to sell this book" or "invent a game for this book". Maryann makes sure that she covers the main objectives of the basal reader, but she does not follow the book page by page.

At the end of the period Margarita, the principal, drops in and chats a bit with Maryann. Then she turns to a girl in the group and asks her:
"Cómo estás?" - without raising her head, the girl mumbles back: "Bien, gracias" and keeps on reading.

2:20- 3:05 p.m. Mathematics with the WICAT computer program

The students of both classes are divided into groups of three different achievement levels. Maryann has the advanced math group and Magda, the other second grade teacher, covers the slower group. Twice a week the students use the computer lab with the WICAT-program.

Referring to the computer program they use for math Maryann says she is ecstatic, because the program allows each child to work at his or her individual pace. It teaches them how to do a problem, forces them to go over it if they cannot master the level they have chosen and tells them to call their teacher if they are stuck with anything. And it is much more fun for them, because they think it is a game. The teacher can get a printout of each child's scores and see exactly what this particular child needs to work on. This is infinitely variable leveling "...up to the sky", Maryann says laughing, "...it's great!".

The program is in English only. Marilu responds to the children who have difficulties with the language while Maryann takes care of 10 children who are the "fast ones" in the advanced group. Three of them are Spanish dominant, but have no problems with the English program. I ask her whether the children who are advanced in math are also in the advanced reading group (the "Stairways") and she tells me that high achievement in math and reading do not necessarily correlate for all children of these groups, but most show high achievement scores in both subjects.

The children are busy. Some watch one boy who has proudly announced that he is doing multiplication now. The scene on his screen resembles the "Tom and Jerry"- cartoon; with every problem he solves correctly the scene changes until the cat finally gets caught in its own trap. Great joy among the boys.
In the other corner of the room Marilu translates word problems for a Hispanic girl. She has to translate English problems like: ...Sally has 7 freckles more than Freddy. Freddy has 25. How many freckles does Sally have?... . According to Marilu the girl knows the concept, but she does not understand what she is asked to do. She has to help two more children who have a problem with exactly the same thing. After she has translated the question, the Hispanic girl asks for paper and pencil and figures out the problem this way before she keys her answer into the computer. After the computer lesson everyone goes home.

Science in Spanish , Friday 11:15-11:55

Throughout the year the students have ten science units, half of them in English. Each teacher prepares five units. This year Maryann does two units in Spanish and three in English and Magda, does the opposite. Both teach every unit once to their homeroom and a second time to the other class.

Today's lesson begins as soon as Maryann's homeroom students have moved to the next classroom and the next door group has come in. The theme of the unit is "Magnets". She starts with a review of `materiales magnéticos y no-magnéticos' on the board. First, the children name magnetic materials (`acero',`hierro'). Then they turn to the non-magnetic ones and here they know much more. Most answers are in Spanish. Maryann talks only in Spanish to everybody - even to me - but of course reacts to children's comments made in English as well.

After they have reviewed materials they must name magnetic and non-magnetic things in the classroom. One boy says "rubber". "Muy bien, Alex! Cómo se llama en español?(very good, Alex, what is it called in Spanish)". Another boy answers "goma!"(rubber) and she writes it on the blackboard. "Otras cosas?"(something else) a girl who was talking in English with her neighbor raises her hand: "Una... stapler!". "Oh, muy bien, que es `stapler' en español ?" one child knows the answer and she writes `presilladora' on the list. Now she gives them a task for small groups of two or three. They should make 'predicciones' about five things of each kind, list them, and then test with a magnet whether their

predictions are correct. She begins to present an example on the board with the help of the students. Some mention materials so she explains very clearly once again that she wants 'things' now and not materials those things are made out of.

At each table a kid dominant in English and another dominant in Spanish sit next to each other. To make their lists they may write in either language as well as they can. As she distributes ready-to-fill lists, Maryann asks: "Alguna pregunta?", most of the teams are already busy thinking of things. Alex has a question: "How do you say blackboard in Spanish?". The teacher answers "pizarra" and goes over to another table to help three girls begin the task.

The children seem quite enthusiastic. The teams (except for one mixed group they consist of either girls or boys) become quickly engrossed in the task. I see them negotiating suggestions for the list, trying to find something extraordinary. Although I hear mostly English, some kids have their ideas first in Spanish. The organization of the teams differ. In some cases one partner writes the ideas immediately; in others, the partners discuss the terms before placing them in one of the lists. Some of the discussions involve translating. Bilingual, Spanish-only and English-only lists are produced. Alex, who used only English to ask questions to the teacher earlier, writes in Spanish for his team.

The children are all very busy and move around the tables checking other teams' lists or looking for ideas in the room. Maryann keeps an underlying Spanish atmosphere. She goes around rewarding "Muy bien, muy bien!", settles little disputes and encourages kids who need it to write down whatever they think of. She also insists that they work together in teams and choose a secretary who writes the words on the list.

After 10 minutes she hands out little magnets. Now real action goes on; the children test whatever is within their reach: chairs, desks, windows, cupboards, the wooden floor, the plants, the pencil sharpener, the Christmas tree, the blackboard,... Two girls come to me and I let them test my bracelet which has some metal parts on it: "...acero?" one asks me - "Si, metal.." I answer and I continue: "...but I don't know which kind." -"You don't speak Spanish?" - "No, I don't." -Now one of them says:" You know `la ventana'?" again I must deny, then "...it's the window, you know, *window*." A tough-looking boy and another boy throw the magnets around their backs at the metal door of a cupboard and enjoy the metallic sound it makes. Two or three teams have to be forced by Maryann to finish making predictions and go test them. "Tres minutos mas!" she announces, designates someone to collect the magnets and has the children - "Uno...dos...tres..., OK.!" --sit at their places. It becomes remarkably quiet, although a few voices are still busy discussing findings in English.

Maryann wants them now to share results and calls on students to tell her what to write on the blackboard. The answers are in Spanish or in English depending on how common the words are. *The Spanish word for `pencil sharpener' for example is unfamiliar to the English-dominant students and Maryann discusses with native Spanish speaking students whether `sacapunta' or `sacapunta' is the right translation for it.* Other words like `lápiz'(pencil) `libros' (books) `mesa'(table) were exclaimed by almost all children. Then Maryann collects the lists and tells the group to line up to switch back to their homeroom. The other class is already waiting to come in. She changes to English suddenly to divide the kids into groups for recess-activities.

During recess Maryann starts our conversation by telling me the problem she has teaching an integrated bilingual group. *She says that she gets frustrated teaching a class and seeing that half of the kids have a certain blank expression on their faces telling her that they do not understand what she is trying to convey.* It is not at all difficult for her to use Spanish in an academic context--and not only for informal conversations--it is rather her self-perception as a teacher facing the limits of comprehension of her students and knowing at the same time that she could fill them with enthusiasm for the content if she could only switch to each child's `better' language. In other words, she does not mind teaching only in English or only in Spanish to a group which is homogeneous in the capability in that language. On the other hand, she is

convinced that the school's bilingual system requiring the use of one language consistently is the only way to achieve bilingualism for both English and Spanish-speaking students who are, plain and simple, on different levels of language proficiency.

A Monday with Magda and Angie

9:40 - 11:10 a.m. Spanish Reading.

When I come into the classroom at 9:30 there are about ten Latino boys and Magda. The language dominant in the room is Spanish. I recognize two boys from the ESL lesson with Marilu. Now they are busy setting books in order. The books are dispersed all around them on the rug which covers the reading corner of the classroom. They converse in Spanish while placing the books on shelves.

Another dark-skinned boy comes to watch what I am doing in their classroom. I ask him whether there is anything alive in the terrarium I have just discovered on a side table. He is a bit shy when he tells me that they had animals in there, but they were given to another class and eaten. I want to know what kind of animals they had, and he cannot think of the name. He looks around and then points at an amphibious animal on a poster behind the terrarium. One of the boys who is busy with the books drops into our conversation and explains that they had crickets in there. I am not quite sure of what a cricket is and the picture showed a frog so I imagine one and ask: " Oh, you had little frogs in here ?" Boy 2:" No, crickets, you know, a grasshopper is a cricket." Me:" OK. I see, thanks!" Later, I learn that they had a shared unit with another class about food chains and that the crickets were given to the first grade to feed their salamander.

Magda is busy writing the assignments for the two reading periods on the blackboard:
Dictado (dictation)
Discriminacion visual del vocabulario (visual discrimination of vocabulary words)
Identificar causa - efecto (identifying cause-effect)
Escribir un cuento (write a short story)
Diccionario (dictionary)

More children arrive and most of them sit down at their desks. After the Pledge of Allegiance (today in English) and the morning welcome in Spanish the kids line up to go to their reading group for the morning and Maryann's Spanish readers come over.

Since Magda's paraprofessional is not in yet Magda instructs her small group of five (usually they are seven) children to take out their Diccionario Bilingue Ilustrado' and gives them an assignment. The 11 children of her reading group are seated by the time she comes over to them. *All of them are dark-skinned and they talk predominantly in Spanish. But the impervious "OK" and "`me, me!" happen to be English for most of them.* Magda lets them open their books and prepare a page for the dictation in 10 minutes. Magda gives all her directions clearly and she is impressive in her serious and concentrated explanation of the work they shall accomplish this morning. As soon as her paraprofessional Angie comes in she starts the dictation with her group:" Uno -- Lo contrario de guerra es paz." (one, the opposite of war is peace). It is absolutely quiet in the room.

I peek around the partition to see what Angie's group is doing. They are looking up words from the blackboard in the illustrated dictionary and write the definitions in their notebooks. Meanwhile the dictation is almost through: " Cuatro -- las madres sufren mucho cuando sus hijos van a la guerra."(four, mothers suffer much when their children go to war) Quickly the sheets are collected and Magda checks off the

dictation from the list on the board. Then she shows them on the board five words with the letters scrambled and asks them to copy them and unscramble them. While the kids work on this Magda leaves the room.

I turn to the other group. They have finished the word search and Angie has them recite the Spanish alphabet now. Then each child may come up, take the pointer and recite the alphabet alone. They all volunteer for that excitedly and cannot wait to get their turn. Angie gives me a proud look and when one of the two Anglo girls recites it, she tells me:" And she can speak Spanish!". Three Anglo and one black boy are in this reading group. I recognize three of the kids from Maryann's advanced reading group. Angie uses predominantly Spanish for her teaching. *Since spontaneous expressions from the kids are all in English, both languages are in use constantly. I perceive the children as feeling comfortable and acquainted with that.*

Magda is back in the room and thanks the class for being quiet during her absence. Then they check the words the kids had to figure out on the blackboard. As soon as they have found them all she calls on children to write prepared sentences containing one of these words on the board. The first one is: "Mi hermano está en la escuela"(my brother is in school) and the little boy writes as she speaks: "mi hermano eta en la escuela". Magda notices the mistake, draws his attention to the misspelled word and pronounces it this time as "está". As they go on with this I watch the other group again.

They are playing a game . For each letter of the alphabet they must find a word that starts with this letter. Angie writes the word and the initial of the child who has found it on the board.
boy 1:" I got one! I got one !"
A:" Eh?"
boy 1:" Moño! "
A:" Muy bien "
She talks for a while in Spanish. I do not understand what she says, but it is obvious that all have lots of fun during this game.
A:" OK., la "fl"..."
girl 1:"flame!" - Angie is very surprised about this unusual word
A:" Where did you find that word, Anna ?"
girl 1:"It's a name"
A:"And how do I write it? Like that ?" - and she writes it on the board. The girl nods her head. (Later I looked this word up in a regular Spanish - English dictionary and I could not find it there. According to the Spanish-Spanish dictionary it is an Asian plant). They go on.
A:" La "q", una palabra con "q"..." - the kids talk all at the same time and Angie does not understand a word.
A:" Qué? --"quiero"--?" - the two Anglo boys argue over who has said this first.
boy 2:" I found it! I found it in here !" - he holds up his book.
boy 1:" No, I said it first. I said it! And it's "quien" !"
The girl sitting between the two tries to rope them together:" We all said it, Angie, write all our letters !".

For a moment Angie gets involved into what Magda is doing with her group. *Suddenly one boy in her own group notices that a girl has left the room. He tells this in English to Angie and she answers in English that she might be in the office and he may take the pass and look for her there. As if she suddenly has become aware which language she is using, Angie switches in the middle of her speech into Spanish. But when everybody else wants to go as well she calms them down again in English.*

Magda asks her now in Spanish if they are almost done with the game and when she will start the exam they have to take today. Angie replies that they have only a few more words, but anyway they have to wait for two other children who are involved in an art-project and who will come in a couple of minutes. So they go on.

A:" Equis, "x",...?"
girl 2:"--"Excelente"-- ! That's excellent in English!"
A:" Muy bien. And "y"...?"
somebody:"--"yoghurt"--,"
A:" No, en español, por favor." - the kids cannot think of any word and try hard to find one and make sure they will be the first one to say it. They are excited and restless. Angie points with her finger to herself...
kids:" Yo, yo, yo..!!" - Angie laughs and writes it down with three initials behind it (A,R,E).
girl 2:" Oh, look! 'Yo are', ...'are', do you get it? A-R-E makes "are"!.

By that time the two kids missing drop in and after they have counted who knew the most words they separate the tables and start with the exam. Magda's group has begun to write a story to make a big book. She shows them a big book about "la luna y las esrellas" which was made by a former class of hers and asks for a good beginning sentence for a story. The children:" Un día! Una noche! Una vez!" (a day, a night, once) they all shout at once. Magda writes one student's response on the blackboard, which is: "Había una vez un muchacho que se llamaba...(there was once a boy named...), the kids make suggestions for his name and they want it to be " Weesequejak" .

One boy comes to the front and wants the letter "q" in the name to be "k". He writes a "k" with his finger on the board and explains very eloquently that this should definitely be a "k". Three other kids protest and run up to the blackboard as well. Magda sends them all back on their seats and when a student suggests the name "Angelo", which is the character of other books they have written together, the rest accepts it. Then she continues writing on the blackboard what the students tell her: "Angelo estaba perdido en el bosque." (Angelo was lost in the woods) She has them read these two sentences first before she asks for ideas how the story could go on:" Qué pasó ?"(what happened?). Sure enough, everyone has an idea. Magda gives everyone the chance to tell it and makes the other children listen to the various suggestions.

Although I do not understand completely what they say I can tell that they are extremely imaginative and Magda needs to slow them down. She insists that they have to base their ideas on the context so far. Enforcing some of the kids' ideas she helps them to find the next sentences they all feel satisfied with: "Un dia Angelo estaba caminando a la casa de su abuela cuando de momento vio una ardilla y la siguio."(One day Angelo was walking towards his grandmother's house when suddenly he saw a squirrel and followed it). While she is still writing that down the bombardment with further ideas begins anew.

Magda interrupts her students. First, they must read the sentence again. She tells them that they should try to visualize inside their heads what Angelo's situation is like. Pantomiming she acts out the story so far to make them think about what he is likely to do now. Then they sort out the best of the possible ideas to go on with: " cuando miro a los lados, se dio cuenta que estaba perdido "(when he looked around him, he realized that he was lost).

It is fun to watch how deeply involved all participants are. The boy who came up front first, in particular, cannot sit still on his chair anymore. He runs to the front for every new idea he has, gets sent back and a second later he is next to Magda again telling her another one. Finally she gives them 10 minutes to copy the story from the blackboard. While they are doing it she translates the story to me and explains that this boy made the most amazing conclusions about Angelo's age and other details. Obviously, it has been a enjoyable lesson for her, too. For homework they have to think of an end for the story. Later she wants to make it a big book with them and give each child one page for each individual ending.

11:10 - 11:55 a.m. Estudios sociales

The lesson continues the theme of last week : Las Familias en una Vecindad (families in a neighborhood). Magda has drawn a neighborhood map on the board and asks the children for the four cardinal points. It is still a bit noisy in the classroom and not all of the children are yet ready for the lesson. Angie, the paraprofessional, is not in the classroom. I count 23 children. 15 kids sit in the middle of the room. Their desks are set up in a rectangle. Two desks are set up to the left of the other desks and another seven desks moved together are placed even more to the left near the wall. These seven desks are usually used to separate different level groups. Magda stands at the board in front of the class during most of the lesson, which she delivers entirely in Spanish.

First she repeats with the ones who are paying attention:"Norte, Este, Sur y Oeste" and marks the symbols for them on the map. The map shows three streets proceeding in West-East direction, two which run North-South, a river and the "river drive" cutting diagonally through the upper half of the map. All the streets have U.S. names. Now she demands everyone's attention.

"Dónde está el río ?"(where is the river?) - Magda stresses every single word.
Anglo boy 1:" What is "el río ?"
Magda has heard his question, but waits for a moment before she tells him in Spanish that he should look at the blackboard. Then she writes down the word "río" and draws just two wavy lines beneath it.
boy 1 :" Oh! The river..!" - another child comes up and shows the river on the map.
" Muy bien, siéntate."(very good, sit down)

While two children distribute scissors and glue, Magda hands out two worksheets and instructs them to cut out -silently!- the different types of houses they find on one sheet. The other sheet has a map identical to the one on the blackboard. Then the children work on it as she repeats the instructions numerous times and rewards those children who work fast and quietly. Two boys (one dark-skinned and the other fair-skinned) are competing on who can cut out faster. They use English. Some kids are conversing in Spanish. In the meantime Magda draws on the board all the houses in a row. Then she announces that they have three more minutes to work and tells the ones who have already finished to put their scissors in a box on her desk. A dark-skinned boy makes jokes in front of the other kids and runs around. Magda warns him to calm down if he wants to stay with the group. It is time to clean their desks and everyone takes care of the scissors and rubbish.

"Guarda la tijera, guarda tu tijera aquí!"(store the scissors , store your scissors here) she indicates to a black boy. By the third time she says it he understands, stands up, and follows her instructions.
Before Magda can continue she needs to reprimand the Hispanic boy who tends to be more in front of the class than on his seat. She tells Angie, who has come in, to bring him with his material to the office. He is alarmed and finally Magda gives him one more chance to behave himself.

For the rest of this lesson Magda provides oral directions for the students to locate and place the homes on the map. One of the kids will draw the house in the big map while the others glue the little paper houses on their maps. She starts like this:

"1. Busca la casa 'Dunn': pega o dibuja la casa al sur de la calle Maple, al oeste de la calle 9na"(look for the house Dunn, paste or draw the house south of Maple St., west of 9th St.). After this house is drawn, the next child gets the task:

"La casa 'Jones' está al lado de la casa 'Dunn', está <u>al lado</u>"
(the Jones's house is next to the Dunn's). This one is difficult and one kid after the other come to the front, but not one finds the right location.

"No, no. Miren aquí -- esto es al lado, al lado..."(No,no, look here, this is beside, beside) - Magda shows the meaning of 'al lado' several times with different gestures. She also keeps on giving various descriptions in Spanish until finally one dark-skinned boy (whom I have heard talking in both languages) draws the house of the Jones next to the Dunns'.

Magda makes sure that the location of each house is written on the blackboard so that the children can come back to it if they need to. She uses cooperative learning techniques by allowing students to help one another and not giving them the answers or making the tasks easier even when several children she calls on have difficulties answering correctly.

She gets a bit more impatient each time, though. She refers to this situation later as she confides that she becomes herself frustrated, because she can see the children frustrated with their ability to understand Spanish. But she does not give in. She considers using only one language as highly important in teaching students of this young age, because children do not control their languages use. She says that, unfortunately, students have already associated her with English, because she is fluent in both languages. She concludes that a teacher with a heavy Spanish accent would be addressed mostly in Spanish by the children, who would respond to the stereotyped appearance and dominant language of the teacher. Even Maryann--who speaks excellent Spanish, but "looks like" an Anglo English speaker--is addressed by bilingual Hispanic students in English, she says. For her, discipline regarding her language use is essential and includes occasionally pretending that she does not understand any English.

There are two houses and the 'mercado commercial' (supermarket) left when it is time for recess and lunch break. So she tells the children that they will finish at the beginning of the next period and they all leave.

Like Maryann next door, Magda gives her paraprofessional 15 minutes after lunch to read a book to the children. Although it is not Spanish day today, Angie reads a story in Spanish to the class when I return. There is much action going on and hardly anybody listens to Angie. She tries to force them to listen, but since they are allowed to do handicrafts with paper, scissors and glue at the same time she cannot catch or hold their attention. She addresses them alternately in English and Spanish not to take any more new papers. Finally she gives up with reading and lets the kids do what they want to do: they draw in handmade booklets or pictures, they read, they fight for the glue, they run around or make little things from paper.

12:55 - 1:35 p.m. World Traveler

Magda returns from her break at 1:00 p.m.
She had asked me to talk a little bit about Germany and I have brought in some books and other paraphernalia. But first, she finishes with social studies. The class is very restless and noisy now. Magda, still addressing the class only in Spanish, collects the worksheets and tells them to put their heads down on their desks. Suddenly it is fairly quiet in the room. When Magda, noticeably upset, lectures them in English for their bad behavior one can hear a pin fall.

I use the remaining 20 minutes of the period for a mini-unit on Germany. A few examples of German words recognizable for an English speaking person (like "Finger" or "Vater") sparks interest among the children. They have fun finding out the English equivalent and are eager to hear me read in German the books I have brought. But there is no time left to read them The Sign on Rosi's Door by Maurice Sendak and I leave both the English and the German versions with the class so that they can read and look at them during before-school-time. Of course the class has returned to its former noise level again when I end

1:35 - 2:20 p.m. Spanish as a Second Language

The ESL students leave and the remaining kids in Magda's room get ready for SSL. Magda teaches the advanced group of seven children (usually they are 10 students in this group). The second group of five children (two of them from Maryann's homeroom) is taught by a student teacher. She comes in with her professor who wants to observe her lesson. The student teacher moves the partition to shelter her group from distraction. They sit at the seven separated desks.

Magda's group sits at the big rectangle of desks. They draw closer together and Magda takes a seat at one desk as well. In a low voice she begins with:
"Ustedes están en este grupo por que saben mucho español!"(you are in this group because you know a lot of Spanish!)- and she encourages them to keep doing such good work. First, they must find the right number of syllables for different words in their books. Magda reads the words out and claps her hands for each syllable. The children concentrate and respond quickly when called on. Magda rewards right answers using always the same phrase: "Tienes razón, muy bien!" (you are right, very good).

The next task is to listen to different words for the sound of "c"--as in "cama" (bed)--and identify the syllable it is in. Up to now there were hardly any English utterances from the kids. A boy named Gustavo does not know how the middle syllable is called in Spanish. Magda draws three curved lines on the board and writes "principio, medio y final"(beginning, middle and last) above them. She says the new words once and demands the children to know and use them from now on. For the remaining time on this task she only points at this drawing when a child hesitates to answer.

For a few minutes she asks them which days of the week they go to school and what they do on Saturdays and Sundays. Then she pulls out a bunch of about 15 cards with words of different grammatical functions. She reads them one by one and the children repeat. For the next turn they read the words alone. Magda helps only with the intonation pointing with her finger up for the accents. She notices that a girl pronounces the word "estanque" (pond) as "el tanque" (the basin) and shows the different spelling to her. To explain meanings she draws again attention to the board and describes the picture referring to a character from their book:" El estanque es la casa nueva de Tuti."(the pond is Tuti's new house).
Two Kids: "A pond ?"

Others: "Yes, that's the pond!" - and they go on. Magda pays very close attention to the children's pronunciation encouraging them to practice a few times the words she corrects. She also focuses on the meaning of the words and helps the children to understand them with gestures, pictures, sentences, etc.

Then she puts all the cards on the ledge of the black board and takes her seat again. She makes up a sentences which contain some of the words and one student at a time has to get her the right cards. All the verbs on the cards are in the infinitive form. The kids need to know the inflection of the verbs in order to find the right cards. The first girl to come in front takes quite a long time and cannot find all the word cards. Magda has her read and count the syllables of the ones she could find and rewards her. The other children watch the kid who is in front. They do not talk. Everyone gets one sentence until all the cards are back in Magda's hand.

For the last 10 minutes they read silently in their textbooks. I discover now that the words on the cards are the new words on these five pages they are reading. Together with Magda they start to summarize the story, but they cannot finish it, because time is up and the ESL students come back into the room. For the whole SSL period Magda has not used a single word of English.

2:20 - 3:05 p.m. Mathematics

Magda has 23 children from both homerooms in her math group. Today she wants to play a game and the kids are most definitely into it! But first she takes everybody to the bathroom. Three children stay busy in the classroom: they wipe the blackboard and even sweep the floor.

When the others come back Magda forms two groups. She draws a big clock on the blackboard. For the game she changes the position of the big hand and the small hand and one member of each group comes in front and writes down what time the clock shows. The goal is not to do it as fast as possible, but as correct as possible. In cases where both answers are wrong another two kids can try. The group gets a point for every right answer and loses a point whenever other members try to help the child in front.

Magda and most of the children speak English during the game. All the explanations the teacher gives correcting the children and when she reviews with them how to find out what time it is are in English. From time to time she repeats an explanation in Spanish or switches to Spanish when she encourages the children at the blackboard. When Magda says something to her paraprofessional it is always in Spanish. Five minutes before the lesson is over, a boy and a girl from the first grade come in and whisper something to the teacher. Magda says something to Angie who then leaves the room. She returns a few minutes later with three little cups of ice cream for the teachers and me! I am astonished and ask Angie why she got this ice cream. She smiles and says that they often give each other little treats. The children have not noticed it or they do not care. Then time is up and Magda sends the children from Maryann's homeroom back. While children from her homeroom come in, the principal announces through the intercom that "walkers" should get ready for dismissal. After they leave, the kids going by bus will be dismissed.
When I walk through the building, I say "good bye" to many small and big people I have met during these weeks.

Personal Reflections

The description is only a part of the knowledge gained through observations. During the two weeks of observations in the classrooms at the Hernandez I was able to notice aspects of the interactions between the children and teachers that stand out as valuable sources of insights into what teaching and learning in a bilingual school means.

Language use

Focusing on the language use for example (this is the first focus that comes to mind being a school which gives as much emphasis on language as the Hernandez does) I was eager to learn how the children deal with their bilingualism, i.e., how they decide which language they want to use and in what context. That is why I mention repeatedly in the description the language somebody is using. I was expecting to be able to discern clearly between groups of Spanish and English dominant students and to see when and for what they would use each language. I experienced, though, a baffling aspect of the behavior of bilingual students: that they use languages for specific purposes and times but for reasons that may have nothing to do with their dominant language or what they are asked to do.

The following are three examples of language choice:

1. During a science lesson in Spanish in the 3rd grade-...
... The dark-skinned boy sitting next to me responds very attentively to what is going on. He uses English when in excitement or in trying to get the teacher to call on him. But he uses Spanish in his answers. He also translates what the teacher is teaching in Spanish to an Anglo boy who sits in front of him.

Later the teacher hands the students a note, of which she has a Spanish and an English version, to give to their parents. Asking each student in Spanish whether her/his mother speaks "Ingles" or is a "Puerto Riquena" she gives them the one or the other. The same boy hesitates deciding in which language he wants to have the note. I ask him (in English) about his parents and he tells me (in English) that his mother is Latin American and his father is U.S.American. When I want to know which language he likes better, he gives me a big smile and says: "Spanish!" .
2. The passage (italics) on page 15, observed during English language arts.
3. The beginning of Spanish reading with Angie (page 19).

Innovative teaching methods

Teaching in a bilingual environment such as the Hernandez offers all teachers the opportunity to explore their insights into the nature of cognitive development of bilingual students. The following two sections of the description give a good insight into projects developed by teachers:
Maryann's Reading & Response project (see page 16)
How a Spanish big book comes into being (see page 21)

Teacher attitudes and expectations

Another aspect of teaching that is part of bilingual settings such as the Hernandez is the difficulties teachers may have in maintaining comfortable the use of one language in instruction to groups of children with low-proficiency in that language. An example of this situation with the minority language is the passage describing Angie's reading group during Spanish reading for the least proficient group (page 20). The difficulty seems to disappear when the group of students is fluent enough in the language of instruction and the teacher feels confident of being understood. This is the case during the SSL lesson of Magda, during which she maintains Spanish throughout the lesson (pages 24-25).

A certain amount of frustration for teachers seems to go hand-in-hand with teaching content material in either language to groups of students with varied language proficiency levels. A t the Hernandez, even when teachers are successful in maintaining the use of the language of instruction during a content area lesson, they may feel that their teaching is not equally effective for all students. This is the case of an English native speaker teaching science in Spanish (see page 17) and of a Spanish native speaker teaching social studies to integrated classes (page 22).

To address the last difficulty, it is evident from both Maryann and Magda's comments that teacher's confidence in the goals of two-way bilingual immersion and the highest student expectations are essential to overcome it. In addition, cooperative learning, group activities, team teaching and a an ecclectic approach to teaching are crucial components of the instruction of integrated classes.

One could also hypothesize that the above difficulties would not arise were students, as it is not the case for the present second graders in the Hernandez, immersed in two-way bilingual instruction from Kindergarten on. It will be valuable to return to the Hernandez 2nd grade classes in three years, when this year's Kindergarten, which receives immersion in two languages for the first time should have no difficulties in learning science and social studies in two languages, as well

Role of the principal as an instructional leader

Although teachers and staff may be competent bilinguals, the maintenance of a bilingual environment seems to require the leadership of the principal. At the Hernandez, the principal is the primary advocate of the program and she takes it in earnest. She is very aware of the necessity to emphasize the use of the minority language of instruction. She often addresses her staff in Spanish and is careful to make the announcements in Spanish on the designated days. On "English days" she offers two versions of each announcement.

When she comes into a classroom she often converses with and tests the students in Spanish; and she is even critical of the teachers' slipping in their use of Spanish. In first grade, for example, she came in at the end of the day when the class was back from a field trip to the children's museum. The children were waiting in a line to show a homework sheet to their teacher. Margarita asked a blond boy: "Te gustó en el museo, te gustó?" (did you like it in the museum, did you like it?) the boy looks at her without saying a word. Meanwhile a dark-skin girl translates for him: "That means: do you like it...". Margarita repeats: "Te gustó hoy en el museo?" --the boy is not sure what to say or do. He obviously does not understand her question still. "Ven aquí!"(come over here), she says, and waves him her way. The boy goes hesitantly up to her. For a last time she repeats translating: "Te gustó --did you like it-- en el museo --in the museum ?" and now she wants him to try the answer in Spanish. He tries shyly: "Si..." ,"...me gustó!" - Margarita completes the sentence for him and then she turns to another child and repeats the question. Finally Margarita pats the paraprofessional on her shoulder and jokingly warns her and the teacher that they should work more on the children's Spanish!

Psychological effects of bilingual instruction and integrated grouping

The students at the Hernandez become language teachers. Their behavior demonstrates that their self-esteem is enhanced because they are able to teach others. For example, they tried to teach me Spanish (Science in Spanish, page 18). I could also observe 5th graders teaching one another during a science lesson in Spanish:

Four girls who form one group talk in English about the experimental set up. Among them only one, a Latino girl is listening to the teacher and giving concurrent translation to the others. She enjoys visibly the kind of key position she holds. Whenever one of the other girls does not understand anything that seems to be important, she asks the "translator" girl. They do not ask their teacher.

Students develop metalinguistic awareness. Teachers at the Hernandez can take advantage of the fact that the students have two languages to extract information about language in general. I observed that during the ESL lesson in first grade where the teacher explained: " Look, you cannot have any word without a vowel. Neither in English nor in Spanish." A minute example of the many instances I observed in other grades, but not included in this description, of the awareness of the symbolic nature of languages developed by students is offered by "girl 2 " at the end of the Spanish reading period (page 21).

Importance of adequate enrollment policy and staffing

A problem in the upper grades of the school is that new students who are not bilingual are sometimes assigned to fourth and fifth grade. The bilingual students and teachers work on finding the best way to integrate these new students during the lessons taught in the student's weakest language. This problem is related to the difficulty of teaching in the minority language to integrated classes observed in the second grade. The problem is most serious in the upper grades.

AMIGOS - a two-way integrated bilingual program

Background Information

School district: Cambridge Public Schools

Name of school: Maynard Elementary School

Name of program: Amigos

Languages: Spanish and English

Grade levels of school : K - 3
of program: K - 3 (1989/90)

Number of students in school: 394 (including Amigos-students)
in program : 117

Racial/ethnic breakdown of students:

In school:	**In program:**
47% White	51% Hispanic
32% Black	24% White
20% Hispanic	20% Black
1% Asian	5% Asian

Source and amount of Supplemental Funding: Local funding,
2 Instructional Aides are funded through Chapter 636

Number of students in school/in program entitled to free lunch: 197(50%)
58(50%)

Contact person for program:

Joseph D. Fernandez
Director of Bilingual Education

or

Mary Cazabon
Teacher-in-charge

Cambridge School Department
159 Thorndike Street
Cambridge, MA 02141
Phone: (617) 498-9236

Amigos is a Kindergarten through grade 6 planned program that operates currently four grade levels (K - 3). It was developed as a joint project of the Bilingual and Desegregation Offices. Since its beginning in 1986 it has been located in the Maynard Elementary School in Cambridge in a lower middle class area of the city.

Characteristics of the program

Goals and Philosophy

Amigos is designed to bring together English and Spanish speaking children in an integrated two way immersion program so that they may develop academic and communicative skills in both languages in an environment that promotes cultural sharing and creativity. It should also promote positive feelings in the parents of the Amigos students towards other ethnic groups.

Curriculum design

The language of instruction alternates each day, with a Friday half in English and half in Spanish in grades K-1. In these grades the children switch between the English and the Spanish classrooms, where the content of each lesson is the result of planning and teamwork between the teachers. In grades 2 and 3, where there is only one class per grade, the teachers switch the language of instruction in a two-day/two-day pattern. Each teacher uses one language only for academic instruction, but the students may ask questions in either language. The students receive physical education, art, music and computer education in English by specialists. Some attempt is made to give directions and assistance in Spanish in these classes.

Currently in the planning stages is a collaborative effort between the Bilingual Department and the Modern Foreign Language Department to provide students with appropriate instruction in grades 7-12. Amigos students will enter regular, mainstream education, in grade 7 when they will need at least a comprehensive Spanish course incorporating literature and writing. Once they reach the secondary level they will need to be challenged by appropriate Spanish instruction.

Reading instruction

Right from the beginning the students are exposed to reading in both languages. Depending on the teachers' recommendation, a target language for primary reading instruction is determined for each student by late fall of first grade. For example, majority and minority students may receive instruction in Spanish reading, while others may receive primary reading in English. The students are leveled for reading instruction. Apart from these formal reading groups all students still receive some reading instruction in their non-target language, for example during shared reading with the whole class. In the course of the year(s) the two languages are supposed to assume equivalent roles.

Instructional techniques

The teachers in the Amigos program use whole language approach and cooperative learning techniques concentrating in grades K-1 on establishing a strong base in receptive and expressive language. Their aim is also to provide the students with an environment that helps them to develop crosscultural awareness.
Through the technique of shared reading children experience Spanish and English in many different ways. The teachers present literature and share it with the whole group. Then the students may choose from a variety of activities related to the book and can experiment on their own through reading, writing, drama, art, music, listening, etc.. Working in small groups is basic to any instruction providing the students with "hands-on" experiences. A strong emphasis is given to creative writing and thus to producing literature (big books).

A lot of the material is made by the teachers or adopted from existing curricula to their own class situation. Commercially made materials are used in addition for math and reading. The HBJ reading series is employed for English and a series by Alma F. Ada and María del Pilar for Spanish reading instruction. The curriculum utilizes also the Writing to Read/Voy a Leer Escribiendo program and a math program in the computer lab.

The curricular activities reflect a variety of historical and cultural perspectives by stressing and celebrating the diversity of American society. Participating in cross-cultural activities helps the children to view themselves as a part of a very special environment where cooperation and sharing is obligatory.

Minority and majority students go through several steps in their skill acquisition process: motivation, observation, reflection and application. For instance, the motivation stage may include a story, song or chart. The manipulation stage may be accomplished individually or in small or large groups. Each child needs time to explore new material in his/her own way. Only by giving them the opportunity to manipulate the materials will they be able to see them as learning tools (unifying cubes, cuisenaire rods,

pattern blocks inch cubes, geoboards and geobands). Through observation and reflection the student uses language to describe forms, colors, shapes, quantities, etc.. Finally, the student applies the knowledge gained from her/his experiences as they perform tasks which extend learning and offer challenge. These steps are followed for instruction in either language.

Staff

The program's staff comprises 6 teachers--two of them native Spanish speakers--and 4 teacher-aides (three native Spanish speakers) for two Kindergarten and grade one classes and one class each on grade levels 2 and 3.

Staff development

All Amigos teachers meet during the summer for four days to develop schedules for classrooms, instruction and generalized planning of the curriculum. The teachers convene twice a month after school to discuss concerns and curriculum issues and additional meetings are scheduled whenever needed. The coordinator works closely with the staff of the program to refine and improve daily educational practice and is responsible for the arrangement of inservice training, workshops and networking with other bilingual programs of the city.

Parental involvement

I. A range of activities, organized by the Bilingual Department, acquaint parents with the Amigos program. Written information in the form of hand-outs, booklets and a book entitled Amigos, your first step away from home---developed by students and teachers---is available at the Parent Information Center (the Parent Information Center handles all registrations and school assignment for the school system).

Kindergarten open house sessions are held in the evening for parents of pre-schoolers to describe the program. Here the parents have direct contact with the Amigos staff and may arrange a school visit.

Visits to the program, generally on Wednesday mornings, are set aside for parents. They may observe actual classes in operation and ask questions.

Parents who are interested in the program are offered an orientation meeting that informs then about the two-way program in terms of goals, expectations and teaching strategies. Likewise they can attend a forum that provides presentations about two way language programs in the school district. Teachers, parents and members of the community are expected to participate in these meetings.

II. A Spanish conversation course (Jan.-May every year, twice a week) is provided to parents, teachers, instructional aides and school personnel. English as a second language (ESL) classes are available for the non-English speaking parents in the school.

III. The program operates two committees for active parental involvement. The Parents and Teachers Organization (PTO) and the Parents Advisory Committee (PAC). The PTO is comprised of parents and teachers of the entire school, whereas the PAC conducts its meetings in Spanish and consists exclusively of parents of Amigos students, teachers, School Department personnel and parents of other transitional bilingual education programs. The PAC addresses Hispanic and non-Hispanic parents to discuss concerns of bilingual education and give input to the School Department.

Evaluation

Goal: *Provide an academic two-way language immersion program.*

Activity: The academic progress of the students in this two-way immersion program is monitored through language assessments in Spanish and English. A statistical analysis of the outcome is made through a comprehensive reseach design that includes the comparison of the performance of Amigos students to that of students in four (4) control groups.

Goal: *Provide an environment that develops cross-cultural awareness among students.*

Activity: How students integrate through the learning environment and the degree to which individuals are accepted among students is evaluated through sociograms. They are administered once a year and the results compared to those of the control groups.

Goal: *Change parental attitudes towards linguistic and ethnic minority groups who maintain their cultural ways, language and values.* This goal raised from a suggestion that Amigos parents show a greater multicultural sympathy when compared to parents of students in the mainstream regular classes.

Activity: During the events and programs conducted to involve parents in the program, Amigos and control-group parents are surveyed through the administration of the Culture Maintenance and Assimilation Attitude Inventory.

Problem Solving and Promising activities

Initially, languages were alternated each half day but the pattern turned out to be too hectic for both students and teachers. The present alternation of languages by day allows for less transitions during the day. Still, the scheduling needs to be planned very carefully!

Apparently parents were uncertain about the goals of the program. Description of the expectations and discussions about them are necessary and a spokesperson ought to be available at all times.

The monolingual staff of the school were uncertain about territorial spread of the Amigos program in the beginning. Here the Amigos staff entered a frank discussion with all staff members and described the program and its historical background.

An increasing number of Hispanic parents want to enroll their children in the program and the staff does not want to disappoint them. Parents also want to transfer their children to the An s program during the school year. Greater demand than space available and racial balance policies create waiting lists thereby delaying placement in the program.

As the program grows there is an increased need for space. Other programs in the same school need space as well. How do the staff and school administration establish priorities for the limited space available in terms of program growth needs?

The immersion techniques used to fully integrate all students for academic instruction, the comprehensive research design of the Amigos program and the incorporation of a goal for parents are considered promising by the staff of the program.

Observations in the first grade

Karoline Winkler

Introduction

To observe the first grade Group I and follow the children for a week through their instruction, I spent a full week with the first grades, helping or just being with Group II whenever I was not observing. As the reader will see, the main characteristic of the organization of this model is switching (languages, teachers, rooms) which is confusing at first glance and made it sort of hard for me to keep track of only one of the two first grades. Both teachers consider all 33 children as their class. The teacher of the Spanish room instructs Group I on Mondays and Wednesdays, and Group II on Tuesdays and Thursdays; Group I children, however, start and end their day in this room.

Instructional schedules

Spanish room #201, home room of group I.

Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00 --->arrival and homeroom time ---------->				
8:00-8:15 --->DEAR (= drop everything and read) - TIME ---------->				
	switch		switch	
8:15-9:00 art	8:15-10:00 reading	**8:15-9:00** soc. studies	8:15-9:00 art	8:15-9:00 reading
9:00-10:30 reading	10:00-11:30 soc. studies	**9:00-10:30** reading	9:00-9:30 language arts	9:00-9:45 music
10:30-11:30 social studies/ writing		**10:30-11:30** library (2x per month)/ soc. studies	9:30-11:30 social studies	**9:45-11:30** Spanish games or drama (ALL)
11:30-12:00 ----------LUNCH ---------->				
12:00-13:00 math	12:00-12:45 gym	**12:00-13:00** "Writing to Read/VALE"	12:00-13:00 "Writing to Read/VALE"	**12:00-13:30** literacy center, 2x/month
13:00-13:30 Soc. studies	13:00-13:30 math	**13:00-13:30** math	13:00-13:30 math	
	switch		switch	switch
13:30-13:45 ----------homeroom and dismissal---------->				

In the **English room, # 204,** the same week looks like this:

Monday	Tuesday	Wednesday	Thursday	Friday
7:45-8:00 ---> arrival and homeroom time ---------->				
8:00-8:15 ---> DEAR (= drop everything and read) TIME				
	switch		switch	
8:15-9:30 reading/ language arts	**8:15-9:30** reading/ language arts	8:30-9:00 science	8:15-9:00 social studies	8:30-9:30 math
9:30-10:00 science	**9:30-10:00** science/ soc. studies.	9:00-10:00 language arts	9:00-9:45 music	* snack *
* snack *			9:45-10:30 gym	9:45-10:15 science
10:15-11:30 math	**10:00-10:45** gym	* snack* 10:30-11:30	* snack *	
* snack *	reading / library (2x)		11:00-11:30 science	10:15-11:30 language arts/ reading (ALL)
	10:45-11:30 math			
11:30-12:00				
----------LUNCH---------->				
12:00-13:00 "Writing to Read/VALE"	12:00-12:30 math	12:00-13:00 math	**12:00-13:00** reading	12:00-13:00 literacy center
13:00-13:30 gym	12:30-13:30 "Writing to Read/VALE"	12:00-13:00 math	**12:00-13:00** reading	
		13.00-13:30 soc. studies	**13:00-13:30** math	
	switch		switch	switch
13:30-13:				
----------homeroom and dismissal ---------->				

Utilizing the notes taken during the week I decided to describe Tuesday morning and Thursday afternoon(English instruction) and an entire Wednesday (Spanish instruction) in detail to accomplish the goal of describing a typical day. For Monday and Friday I picked out those situations I considered to be necessary to give a round impression of what instruction in the Amigos-program is like. The sequence of the descriptions follows the order of the days of the week. The corresponding periods are highlighted in the schedules above.

The homerooms of the two first grades are located on the second floor, in rooms 201 with Linda, the Spanish-speaking teacher and 204 with Ms. O'Brien, the English-speaking teacher. Going up there I noticed that the inside of the orderly and bright school building is very quiet compared to other schools. The carpeted floor throughout the whole building might contribute to that. The walls in the hallways of the

whole school are covered with all kinds of "halloweeny" works made by the students. A big handmade poster with pumpkins, bats and ghosts decorates the wall next to the door of room 204. Room 201 has an inviting "Bienvenido" sign in all the rainbow colors next to its door.

Teachers

Both teachers are native English-speakers. From what I can tell, Linda speaks a fluent and accentless Spanish. Ms.O'Brien understands some rudimentary Spanish. She took two semesters in college and has attended two Spanish workshops. She continues to learn it with the children (e.g. on Spanish Fridays).

Ms. O'Brien has taught Kindergarten through grade 8, and says that she likes teaching first grade best. She holds a Bachelor of Science degree in education. Including her inservice training, her teaching experience stretches over 12 years. She entered the Amigos-program half a year before she took over last year's first grade (1987). She has taken courses and workshops on ESL, education, games and whole language throughout her teaching years. She incorporates many ESL techniques into her teaching, especially in vocabulary development and comprehension activities.

Ms. Linda Schwetz studied Spanish, education, drama and music in various universities in the U.S. and abroad. She earned her Bachelor of Arts degree in Bilingual Education and Spanish in Mexico in 1981. She then taught a bilingual first grade in Waukegau, Illinois for a year. From 1982 to 1983 she lived in Honduras. Then she started to teach in English and Spanish in a bilingual first grade in Lynn, Massachusetts. Since 1988 she has been a Spanish-homeroom teacher in the Amigos program.

Nelly, the teacher aide, works mainly with Linda in the Spanish room. She is a lively and cheerful Puerto Rican woman , who migrated five years ago to Masachusetts. She was a trained nurse in Puerto Rico but worked in a day-care center and as a teacher aide in a Boston Public School before working in Amigos. She tends to speak English to the children during the Spanish class, so Linda reminds her every now and then to use only Spanish.

Students

In total there are 33 first-graders divided into two groups of 16 and 17 children. All understand English. Except for one, all of them were born in the United States. Five of the 33 children are exposed at home to a language other than Spanish (Italian,Greek, Hindi, Portuguese). Another five speak only Spanish at home. When the children found out that I am from Germany and speak German it did not astonish them much. But some of them just could not believe that I don't speak any Spanish!

On the following pages you will find the description of situations which caught my attention during my observations of the group of 16 children. I focused on interactions between teacher and students and among the students. All student names in this description are fictitious.

Monday morning, 10/16/89, Spanish Day in room 201

First of all Linda tells me that today is going to be an atypical day, because she has changed the usual schedule for a trip to the library. We agree to use this day as a "getting-to-know-day" and postpone the morning-observation till Wednesday. Linda has a clear but soft voice and an open face with a smile for everybody.

The classroom displays numbers, colors, and students' birthdays on the walls and the letters of the ABC hanging on a line across the room. There is a wooden make-believe grocery store with real boxes, tins and bottles,--all labeled in Spanish--shelves with big books, a stand with handmade laminated charts and books showing stories, rhymes, etc. There are also some instruments and additional shelves with games, a sofa in a quiet corner, a second bookshelf with Spanish books (partly translated by her from English). A table provides crayons, scissors and paper at children's height. All partitions reach a height below the children's

eye level but the arrangement of the furniture divides the room into three sections: the blackboard with a rug in front of it and a spare table aside for reading; the children' desks in sets of three--filling the middle space of the room--and two round tables, the store, the games and the teacher's materials. Each of the desks has two name-tags since a child of the other group uses the place every other day. The whole room has a print-rich atmosphere, in a colorful and somehow South American style with many little details here and there.

I start my observations at 8:10 a.m. It is the beginning of the school day and not all children have arrived yet. A black girl sits crying at her desk, another black girl tries to calm her down and caresses her back. Then the aide comes and gets the girls to read a book with her in Spanish; other girls group around them and listen also.

Mary Cazabon brings her daughter in to class. She reminds Linda of the curriculum meeting with the bilingual first grade teachers of other schools in Cambridge tomorrow. More children arrive and Linda welcomes each one near the wardrobe, chats occasionally a little with the parents, and listens to what each kid wants to say about the weekend. A Hispanic boy comes in and cannot wait to show her an article in the newspaper that shows him as "rey" (king) at a Spanish fiesta. An Anglo-looking girl has a sore spot on her arm and the teacher asks her in Spanish if it itches; she does not understand it and the teacher repeats it in English. A leaf given to the teacher by another girl is fastened instantly onto the blackboard..."Oh, gracias!" Four boys sit on the rug in front of the blackboard absorbed in a magazine with pictures of circus artists. Children who continuously enter the room join the boys or the girls group, or do something else.

8:20 a.m.
Linda shakes a South American rattle and counts: "..Uno..dos...y..tres..!" - the children gather on the rug. She speaks only in Spanish, pointing at the leaf and leading a discussion about today's art-class in which they will work with the leaves collected by them on last Friday's field trip to the Arboretum. She asks the children why the leaves turn different colors. A fair-skinned boy explains his idea in English. She lets him finish and repeats his words in Spanish. *Other children say something in English or in Spanish, she keeps responding to all of them in Spanish.* When Paul, a light fair-haired boy, tries to draw attention to a magazine (that he obviously has brought to school), the teacher reminds him that he has already shared it with the group and that they need to move on to something else now. *She uses English with him for this.* Today's Spanish letter is "G,g" and together with the children she shows and reads different illustrated word-cards emphasizing sound and vocabulary. Then the children line up for the art class. The teacher takes the sobbing black girl's face into her hands to comfort her (and make her join the group activities again). Off they go to art!

8:25 - 9:00 a.m.
The group does leaf-printing downstairs in the art-room. It is a bleak, cold area not at all stimulating to express oneself creatively. *The teacher speaks English and Spanish and uses each language according to the child's (assumed) first language.* Just when they have begun to start really working with the leaves, colors and brushes it is time to clean up. The entire instruction is characterized by rush. I try to learn the children's names during this class.

After art Linda prepares today's field trip to the public library playing a hang-man game that ends up with the Spanish word "biblioteca". By 9:30 a.m. everybody is ready to go. In the hallway we meet Ms. O'Brien with the other group and altogether we walk over to Central Square.

From 10:00 till 11:00 a.m. the classes have a session with the librarian. After she reads a book aloud, the children have free time to look around, read or play with a Punch-and-Judy theater or other games. The last 20 minutes two movies are shown (in Spanish). Equipped with application-forms for a library-card for each child we go back to school. In the afternoon I switch to Ms. O'Brien's room and help with group II.

Tuesday morning,10/17/89, English day in room 204

From 8:00 till 8:30 a.m. group II is in this room since both groups generally start the day in their homeroom. Ms. O'Brien, a petite, lively and friendly woman, is busy finishing a big paper-chart with a song about a snake while the children arrive. About 8 children are busy with different things all over the room.

The arrangement of this room corresponds basically to Linda's. It has paper-charts and displays on the walls e.g. rhymes and sayings, black silhouettes, pictures illustrating animals' movements, numbers, the prepositions and a big self-made calendar. However, the signs focus more on written symbols. There is also a big collection of books on a shelf next to the teachers desk, which are given to the children when they ask for them to read at their tables. In general this room gives the impression to be less filled up compared to the other one.

8:10 a.m.. "Boys, it's reading time - choose a book now!" Two boys take books to read on their own at their desks while Ms. O'Brien forms a more quiet circle with seven children on the rug and reads a story to them. One girl is drawing and cutting out a paper-ghost for the poster in the hallway at the handicrafts table. The rest of the children come in and find themselves a book or something else they want to do. Two girls Ms. O'Brien has taught last year pass by just to say "Hello". By 8:20 a.m. she gets the children ready to change to room 201.

After arrival of group I, exchange of the "news" and taking attendance (for which the children sit at their desks) she picks out todays "helper" to bring the attendance list down to the office and gets all other children to sit on the rug by the blackboard. Ines, a Hispanic girl from group II who has been pulled out earlier this morning for special education, comes back in and is sent to the other room. A little later Anthony, a black boy who is in a self-contained special education class but reads English with this group, arrives.

To start the lesson the children have to find out the date and name of the day on the calendar, and describe the weather. Then Ms. O'Brien explains today's schedule and writes it on the blackboard (she tells me later that this activity aims at having the children get accustomed to numbers and times). It will be a half day today due to the curriculum meeting of bilingual teachers.
8:30 reading
9:15 social studies
10:00 lunch and recess
10:30 reading
11:00 gym
11:30 switch back to homeroom
12:00 dismissal

At 9:05 a.m. she puts a big ABC-poster on the blackboard and starts the tape-recorder for an "Alpha-Rap":"...give me A, give me B, give me A B C D E ...." and the children join enthusiastically! Then she puts up the Snake poster, because today's letter is "S,sssssss!", and changes to a new cassette with "Sammy the snake " on it, a groovy blues-song, whose words are written on the poster as well. A great many words from the text begin with "S" and the children turn into hissing sssssnakessssss, eager to catch all of the S-words. Ms.O'Brien follows the text with the pointer. *When the song is over two children, Paul and Susan, grab the book to this song to read it over again. Now they may either color and cut out a paper-snake or work on the story, while she takes Susan, Carlos, Mirta and Anthony to the reading table.*

I decide to focus on Paul, the fair-haired boy, for this activity period. "Ms.O'Brien, I need to finish my story!" he exclaims and gets a bunch of papers (sized 17 x 22 inches) on his desk. He looks through the pages and then starts drawing with wax crayons here and there. Then he writes beneath the drawings. "Ms. O'Brien, can you read it to me?"...., he turns to the reading-group, "Read it out to me, read it out!" he demands excitedly from her.

Ms. O'Brien interrupts what she is doing and, low-voiced, reads him his writing. *He returns to the table and continues working on the words he wants to place on the pages. Checking in murmur the sound of single letters he tries to "sound-draw" words he knows to speak but not yet to write.*

Suddenly Linda, the Spanish teacher, comes in. He takes her to his place, shows her proudly his page in progress and asks her how to spell a word that he whispers in her ear. But she does not tell him. Then he needs more paper and gets it from a cupboard near the windows. With his head bent over the pages that are spread out over two desks he is concentrated on his book working now on all four pages of it trying to find out the right way to write various sounds. "S...S..." and " B...B.." and "T...T...T...", he seems to 'taste' the sounds trying to spit them out on his paper (I still can't figure out what word it is). Again and again he goes up to Ms.O'Brien to show her a letter he has written and asking if it makes the sound he then produces.

As he notices me observing him he explains in my direction: "See, this is the title... and here is where it starts..". Then Martin comes up to him and they discuss the content of the story with one another.

Meanwhile it is 9:30 a.m.. The teacher for social studies has not arrived yet and Ms.O'Brien is forced to change the schedule extending "reading and writing" till 10:00 a.m. *She uses the extra time to read with Tyeesha, Gary, Miryam, Carolyn, Marie-Teresa and Sheena while other children are working on their snakes.*

The children are committed to what they are doing, they are all busy and the atmosphere in the room is filled with concentrated activity. Although the children help each other so that almost everybody is talking at the same time, it is not noisy. The whole group is in that part of the room that could be called the learning-area, shaped into little "islands" of various activities.

Three children from the first reading group take the books they have read together with Ms. O'Brien down on the rug. Lying closely next to each other they get entirely into reading them out to one another. There is no apparent control by Ms.O'Brien, she seems to trust that they all do meaningful work. Unless somebody "goofs off", there is no severe need for rigid control, she says.

Paul and Martin argue about the front page of the book. "No, make that a person..! Here must be Freddy Krueger ...!"--Paul interferes with Martin's drawing, but they do not start fighting as I would have expected. Ms. O'Brien demands the two of them to be more quiet and then comes up to me to show me more of the children's drawings. I ask her casually what word she thinks Paul wanted to write before, and she says: "I think he was trying to write 'through', but I am not sure. We'll see later.". I get absorbed in reading what the children have written below their drawings until they have lined up for lunch.

After lunch, between 10:35 and 11:00 a.m. the children are offered activities. *They may: write their stories, read and listen to a book (tape-recorder), make 'jack-o-lanterns' or bats and ghosts out of carton, use the flannel-board or do puzzles. Paul suggests also 'drawing' and Ms. O'Brien adds his suggestion to the list on the blackboard. Miryam is the only one who has chosen a book and the matching cassette.* According to Ms. O'Brien, the children who like "listen and read" usually choose books that are more complex than their actual reading ability.

In the afternoon I meet one of the two gym teachers of the Maynard school. As soon as I have finished introducing myself and explaining the purpose of my presence, he starts praising the Amigos program and the big advantage it provides, compared to the way he learned languages at school (French and Latin). He adds that his wife, a nurse, experiences language problems daily with Spanish-speaking patients, and that that is why he regards the ability of speaking Spanish as highly valuable for native English-speakers. I ask him whether he intends to learn Spanish now, and he answers that he tries to, but cannot find the time to really do it.

By 11:35 a.m. Ms. O'Brien brings the class back upstairs and by 11:50 a.m. the kids are ready to switch the classrooms. As a ritual they meet Linda Schwetz with the other line of kids in the hallway, where all have a little time to see and talk with the ones they have not seen all morning. Then the teachers change positions and "march" the groups back to their homerooms

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Two parents drop in and Ms. O'Brien invites them to enter the room; but the Indian-looking father and later the dark-skinned, Hispanic-looking father do not venture to cross the threshold. After all the children have left, I ask her about the involvement of Amigos parents. Her impression is that, since those parents have put their children in a special program, most of them show a greater interest and are generally involved more actively than parents of regular classes. She is very well informed about the background of one child's father, who does wooden crafts from time to time for the class. Several times a year an official parents meeting takes place, but in addition she or the parents arrange meetings individually when necessary. Being *asked how many of the parents she knows well she divides the number in thirds: 1/3 of the parents she considers to know well, with 1/3 she has some contact and the last third she has hardly ever seen.*

Together with Linda, who has come in to plan the target groups for reading for this year, we talk about the use of Spanish during the English day. I heard only one boy (Carlos) talking in Spanish. They tell me that he is a top student in the Spanish classroom, but in Ms. O'Brien's room he is not, and that is not easy for him to deal with.

The challenging reading instruction is given in each child's stronger language, but all children still participate in the reading-"games" in both languages. Although the target languages are defined already, the children are not leveled for reading groups, yet. Both teachers will start now to test which children should be in a group together. Within the actual reading groups Ms. O'Brien levels again and chooses different books individually for each child. Generally the teachers try to work out a system that does not segregate the children whose target language is Spanish from those who start reading in English.

Both Lindas admit that organizing and planning tends to be a bit complicated and confusing, even for them. Breaking the daily alternating model of language-use, eight (8) children (out of both groups) will receive only English reading, and another 7 children will start with Spanish reading only. The rest of the children are considered to be able to learn to read in both languages at the same time. In most cases the child's stronger language (in terms of academic achievement) is the one to start reading with. One of the Spanish-reading children though is a English-native speaker who already reads and writes at the fifth grade level in English. The plan they finally have worked out looks pretty complicated to me. It schedules, for example, for Spanish reading alone six(6) different groups throughout the week: three on Mondays and Wednesdays and the other three on Tuesdays and Thursdays.

The method of letting the children write their own books in whole language approach using "invented spelling" fascinates me and I ask Ms.O'Brien to tell me more about it. She explains that they have used the whole language approach for reading in former classes already. She thinks that invented spelling necessarily belongs to it, because she has seen the advantages of it in the children's writing-progress. I want to know if there are any rules of correcting and how she makes sure that the children do not combine any letters randomly.

She replies that this is also the usual objection of the parents who are afraid that their child might stick to wrong spelling (as for example "grl" for "girl"). The rule for correcting the writing is that the sound of the letters written has to be recognizable to her as a word if she reads them out. Of course this is a developmental thing and at the beginning any letters are okay and an integral part of this method. Later on though, when both she and the children know what level they are on, it is not allowed any more to line up letters and claim that it is a word. The children know that rule and that she can always prove them wrong. To lessen the parents' concerns she submits to them all the drawings since the beginning of the year, showing the development of their child's spelling. Along the way she also does 'mini-lessons' on correct spelling of the most frequent words during writing, reading or the morning-ritual (calendar, weather and date).

Wednesday, Spanish day, 10/18/89,

8:20 a.m.
...I enter room 201 and am startled... it is dark inside, I can hear whispering voices concentrated on counting, I see the ray of a flashlight spotting ghosts of paper in different places in the classroom...: "...cuarenta y tres, cuarenta y cuatro, cuarenta y cinco,....cincuenta! OOooh...cincuenta fantasmas!...UUuu! Uuuuuh!!..." and the silhouettes of the children appear sitting huddled together near the blackboard on the ruge that covers about a fourth of the classroom.

The language-art instruction is continued (after the blinds of the windows have been turned up and the haunted place has turned into a classroom again) with today's letter of the Spanish alphabet, the "H,h--ache silenciosa".

A bit later Linda starts to read out of a new Spanish book called "El Huevo" to the children, who still group around her on the rug. She takes the time to look at and talk about every picture, all in Spanish, supports the comprehension with gestures and sounds and asks questions concerning the content of the story. *Some of the children answer in Spanish, most of them in English Linda keeps responding to all of them in Spanish and encourages them to do so as well. Whatever the children say in English she repeats in Spanish.*

Most children listen attentively. Sheena, one of the black girls, sits away from everybody else closed up in herself. The group is getting increasingly animated and excited. The children talk all at the same time about their experiences related to the story.

Then Linda starts an action-song for a change to let them get their wiggles out. Nelly joins in and they sing it in a round. Later she turns again to the letter and uses picture cards with new words that start all with the silent "H" and she lets the children describe what they see until they have found the word for it. The children are either practicing the sounds of the words or conversing softly about them with their neighbors. Three or four children just sit and listen to what is going on snuggled together. Generally *whatever is said related to the subject of the story gets a positive response from Linda, and she gives extra praising if the response is in Spanish.*

All of a sudden she chooses Sheena, who has been in a bad mood all morning and refused to take part in the group activities, to take over and be the teacher for a while. Nelly is asked to assist her going over the word cards again. *As soon as Nelly is in charge, the children use more Spanish than with Linda, although Nelly generally uses much more English in the classroom than Linda does. Even Susan, a fair-skinned girl whom I have not heard speaking Spanish at all since I am with them, claims in Spanish: "Un punto, Nelly!" when the children have a word right* (Linda has established a contest between the teacher and the class and gives points for good cooperation etc.). Linda prepares worksheets in another area of the room.

At *9:00 a.m.* she introduces them to the tasks on the worksheets and then the children sit down at their desks and do them (writing- practice and math). Four children at a time come to the blackboard to choose and be signed up for one of today's "selecciones" (activities) they might do when through with their worksheets. Linda calls up a group to the reading table; it is Carolyn, William, Miguel and Carlos.

She is using a book called Corremos, by Alma Flor Ada y Maria del Pilar de Olave which belongs to the Spanish reading series used in the program. I notice that she always mentions who is the author of any book she reads aloud to or with them.

Most of the children work on their own on the worksheets, some are moving around the desks quietly comparing their results; it is a period of concentrated silent work. *The children's whispers are in English.*

At the other end of the room Nelly checks the worksheets finished and supervises the group that is working with "plasticina" at the table next to the children's grocery-store. Several children are moving all over the

classroom while others are still busy with the paperwork more or less distracted by the activities of the others. Paul, who often pushes himself to the fore, interrupts the reading group repeatedly talking in English to the teacher. He has chosen a word-puzzle for activity-time and is doing it laying on the rug.

Now the students are restless and it gets too noisy in the classroom. Linda has to chide them several times. *First she uses Spanish, then increasingly English.* Paul is reprimanded always in English by her. Linda is aware of that and explains to me later that she definitely does not want the children to associate her use of English with being angry; but she wants them also to understand clearly and in a reasonable time why the teacher gets a "point" for their misbehavior. Especially at the beginning of a new school-year she needs to use more English to get the rules and structure across.

At *10:20a.m.* she announces clean-up and after that it is snack-time, for which Nelly distributes juice and crackers. After snack the class goes to the school's library. It is a light and cozy room, inviting to sit or lay on the floor and become absorbed in books. The librarian, (a substitute for the actual librarian who is ill), checks in their books from last week and gives them about ten minutes to choose a new one. After that he reads two stories from which the children already know one.

Back in their homeroom, some of the children go to their desks and start reading their new books, others run up to Linda to show her what book they have got. *Paul's book deals about skateboards and Linda insists on finding the Spanish word for skateboard in the dictionary. She cannot find it, but Miriam, a girl whose parents came from El Salvador, helps: "I know what it is! It is ...'patineta'!"* Linda asks Carlos, one of the two children with clear, oral dominance in Spanish, to write it in big letters on the blackboard. Then she starts a hang-man game that receives great response from the children! Now almost every child uses the names for the letters in Spanish, it is a muddle of guessing and shouting until they have finally found out this word: t e r r e m o t o . " Qué es esto? (what is this?)", but the bell for lunch time interrupts the search and the lifting of the secret is postponed.

I spend my lunch time talking with Linda in the classroom. She feels discontent with this morning's instruction, especially with her ratio of using Spanish and English with the children, but also because there has been too much disturbance. It was partly because she is not in her best shape today and the children react on that. She explains to me that relatives of hers might be affected by yesterday's earthquake in California and that she stayed up till late at night. She seems to me really concerned and I try to make her understand that I am not here to judge her teaching.

Another reason she gives me is the lack of time; time is my major enemy, she says, and explains: "If I had enough time, I would surely sit down with Paul and explain to him in Spanish why he can't yell in class. On a day like this that would simply take me too long! But I try to use only Spanish". I ask her, if there is any child in both first grades who does not understand enough English. "No, because the outside environment they live in is in English,.., and most of them speak English at home. *It's that...if we had enough time to work the concepts through slowly in Spanish,...teaching completely in a second language could be effective. It 's a constant trade-off between 100% understanding of a concept--in English--vs. getting the Spanish vocabulary across in Spanish-- and perhaps missing a point out of the concept."*

We talk about pedagogy and whether the bilingual approach goes along with a different style of teaching or not. "Where I taught before people thought, "if they are not in line, if they don't sit quietly at their desks, children don't learn anything".... Not that I like chaos, but, you know, learning takes place through so many different activities!"

She makes a lot of the material she needs, since it is hard to find good materials in Spanish. She has made charts, translated books (e.g. Snoopy) into Spanish, and prepared cassettes for "listen & read". Usually she arrives at 7:00 a.m. at the school and leaves around 4:30 p.m..

Ms. O'Brien drops in, relaxed and in a happy mood, to suggest to her to come over with her group for the celebration of one of the boys' birthday later on. They arrange it for 1:30 p.m. as a "special" for today. Shortly after we hear Nelly bringing the children up from lunch.

From *12:15 - 1:15 p.m.* the class goes down to the basement to the computer-lab for Write to Read (Shrieks of joy from the children as Linda announces)

At the door of the computer-room a small, lively woman in her late thirties is waiting already for "her children". They are running into the lab, fighting for the best "stations". These are set up in three small rooms which are connected through doors, so that the children circle from one station to the next. Big signs in English and a bit smaller ones in Spanish mark the different activity areas: There is the "Writing-Center" with tables to write on one's own book, the "Typing-Center" which has two typewriting machines, the "Listening-Center" with books and headphones to listen to what you read, the "Make-Word-Station" with puzzles and other games and material dealing with the alphabet and in the third room the actual "Computer-Station" with six(6) computer-sets and a separate table for the "Journal-Books", where the children are supposed to practice writing while listening again to cassettes related to the computer program.

The computer teacher takes over the class, and *although it is Spanish day children must take the class in English, her only language*. Linda and I stay and each of us helps out at the different stations where groups of four to five children are already heavily busy. They converse predominantly in English.

As I introduce myself to her I ask whether the program is in Spanish or English. She jumps at the chance to proudly present 'her realm' to me. As a mother of an Amigos third grader she has been involved actively in "the program" from its inception. Very enthusiastic she tells me that she started just being around helping the teachers with whatever needed to be done, and other parents began to come up to her asking for advice; she then became the "detention monitor" for two hours a day; now she is the president of the PTO, the school's parents and teachers' organization, and at the moment she is fighting for a good bilingual fourth grade teacher to continue Amigos (with grades 4 to 8) at the Kennedy-Middle-School a few blocks away. Recently she consented to fill the newly created permanent position running the computer laboratory six (6) hours/day.

As she tells me, the "Write to Read"-computer program was taken over from another school where it did not work out well and started first with this year's 1st grade. The Spanish version of it is brand-new and the Amigos-children are the first ones to use it, closely watched by the computer company's programmers and people from the School Department. "Everybody is watching Amigos anyway,..,and now we are testing the Spanish-program on these children,... and we'll have to succeed! If this program fails ..." here she gets interrupted by one of the boys having problems fitting the writing-cassette into the recorder.

A little later I ask her for her reasons to enroll her son in a bilingual program and she refers to the importance of speaking a second language in these days to find a good job. "...So I thought, why not give it a try? I told the teachers that if he can't make it they better not waste their time on him, but use it for other children who really need it. You know, my Jason was very shy and timid when he started school,.., an up-tight kid, and he was not talking much. And he struggled hard at the beginning, I already wanted to take him out [of the program], but now he talks, he even calls his teacher during the holidays,... he does fine now! And that's because the children can learn in their own pace, we give each child individually the time he or she needs"

Her attitude during our entire talk revealed a clear feeling of ownership of the program, definitely sustained by the fact that she is involved in teaching herself. She is proud of the fact that she has learned to use a computer because of this job all by herself; she tries hard to pick up some Spanish and believes that the most important thing is, to try to make it work:" I don't know if it will (work), but the least we can do is try! That's all I'm doing here."

Meanwhile it is 1:10 p.m., time to go up, and Linda asks the children to leave their work; an order they follow reluctantly. Back in the classroom it is Spanish again. Linda has the children sit down and refers again to today's social studies theme; "Qué es un terremoto?" she asks and gives the children time to find out: "motocicleta!" shouts Carlos, "remote control" I hear from another table; other children start guessing randomly as Linda takes a volume of "Mi Primer Diccionario" (a mixture of dictionary and encyclopedia) and explains to them how to use it. She refers to the catastrophe in San Francisco using a couple of empty tin-cans to demonstrate what happened to the buildings when the earth started moving. Some children start

commenting excitedly on what they know about it. Linda draws something on the blackboard, it is "el puente" (a bridge), and manages to bring her own consternation for the situation of the people there across. For homework the children should keep track of the news:"Escuchen las noticias!"

Before it is time to join the birthday party in the other classroom Linda distributes various amounts of play-money as rewards for each child's behavior today. That is the way to get the money they need for going shopping in the class's grocery-store during math. She also puts a star-stamp for good participation next to most but not all the children's names listed on a big sheet of paper that hangs on one wall .

Thursday Afternoon, 10/19/89, English day

I spent the morning at the school getting more information on the background of the children and helping Linda in 201.

By *12:10 p.m.* I start to observe Ms. O'Brien's instruction in English in room 204. It is activity-time until a staff-developer will come to do math at 12:30 p.m. and the children are spread all over the room doing activities as on Tuesday. Mirta and Carlos play, using the figures on the flanelboard underneath the blackboard. They converse in Spanish. *When Susan wants to join in, Mirta tells her briefly in English: "You can't play!" and then keeps on talking to Carlos in Spanish. After a short while Carlos invites Susan to play with him (there are two flanelboards) and they start to play in English.* Gary plays all by himself at the other end of the room. Again the group of "story-writers" holds my attention:

Paul and Martin and Miryam and Carolyn are busy finishing their stories. Today they do the hardcovers sticking together sheets of cardboard with adhesive tape and trying to attach them to the pages. *Miryam is still working on the text of her story and Paul comes up to her several times to offer his help to pin down the sounds.* Martin is drawing the cover of the book he did together with Paul, who seems to be too excited about his work to sit still any longer and comes up to me: "You wanna read it? You wanna read it? That's my book and Martin's,..., it's a Freddy Krueger book, do you know him?...Wait, wait Martin, I have a better idea..!" and together they fix the last details. Ms. O'Brien announces clean up time and the children start cleaning. Carolyn is tangled all up with scotch-tape, but finally she manages to hustle through and presents her book to Ms. O'Brien. Miryam complains that Carolyn does not want to do a story with her. William is by himself, still involved in book-making .

For math the staff-developer and Ms. O'Brien split the group in half and use some new material on set-theory for the first part of the lesson. Sitting in circles on the two rugs the instruction is first of all seeking ways to find the solution to the given problems. Later they change to computer-lab where they do a math-program. The children are very enthusiastic about this. Earlier this afternoon a spontaneous math-period emerged out of a game with unifying plastic-cubes. The children started to attach them to one another and counted up to 78.

Back in their room Ms. O'Brien assembles all the children on the rug and reads to them the book Miguel took from the library. As the last thing for today she gets a book all children know and they read it out loud to me altogether.

Friday, 10/20/89, Spanish literacy center

I come in at *9:00 a.m.*. Linda and Nelly are busy preparing today's literacy center. There are lots of things to do before the children come in. My job is to cut out two pumpkins for lanterns while Linda is recording a tape to go with the Spanish book for today. Then she makes a big chart, laminates it together with Nelly and gets paint and brushes, carton, paper, and other stuff ready. When the children come back they either finish their worksheets on math they have started before they went to music class this morning or read together.

On the rug Steffany is busy reading out a story to five other children. Vanessa and some other girls see it, so Vanessa takes a book and they form a second group, with her being the teacher: "Uno...dos..say it, Tania...tres!" and Tania joins in. They don't come much further than counting up to "diez" and they hardly look into the book, but they are completely absorbed in learning Spanish. I wonder why group II is in this room today. Ms. O'Brien explains to me later that they use the time from 8:15 - 10:30 a.m. on Fridays to catch up on English with the group from the Spanish homeroom and on Spanish with the other group. Since the first and the last 15 minutes of each day's instruction is in their homeroom-language, group I gets more Spanish than group II and vice versa. Therefore, they need to level out the languages.

From *10:30 a.m.* until the other group comes over in fifteen minutes, Linda writes a little story with the children using the big paper-chart. It is the children who decide what happens to "Las cinco calabacitas" (the five pumpkins). Later they will use this material with the other group.

Ms.O'Brien comes in with her group and the aide of the Amigos 3rd-grade brings in two visitors from "The Oyster School" in Washington D.C.(a well-known school with a two-way bilingual program) who want to have a look. It goes without saying that they will stay. The literacy center starts.

The room is darkened and Linda reads a new book about the ghost "Jorgito" which Ms.O'Brien puts through an overhead-projector. Everybody is asked to read aloud with Linda or at least make the noises like the creaking of the door etc.

Linda speaks without exception in Spanish, even when she arranges with Ms.O'Brien the ongoing steps of instruction. The further away from the screen the children sit the less attention they pay to the story and the more English they speak. Nelly reads out loud with Linda in Spanish, but translates right after into English to hold the children's attention on the story, which contains many new Spanish words. A few times a change of atmosphere among the children needs to calmed down by the teachers, who apart from that manage to keep all 33 boys and girls concentrated on the story. The presence of the new visitors does not seem to disturb the children at all.

11:30 a.m.- 12:00 p.m. is lunch time but, for a change, they take the second half of the period for a quick trip to the gym. The teachers arranged it today with one of the gym-teachers (who sacrifices her lunch-time for this), as a necessary measure to accomodate the children. It has been raining all week and there was no recess outside. The right idea at the right time! Shaking and jumping, shouting and dancing to some music, all get better.

Back in the classroom they learn the "A B C de casas espantosas" (abc of scary houses)--a whole set of new, spooky words referring to the story they have read. Then both Lindas show to them a book that was made by last year's first grade as an example of one of the activities they may choose to do now. As usual, there are some "literary" activities which relate to the story and other more practical ones. The children are free to choose whatever suits them best.

Today six children make black paper bats, eight children illustrate with acrylic paint and brushes on black poster board sentences such as: "A,a...es para araña" (a is for spider) which contain some of the new words, five children chose to write about Jorgito in ghost-shaped little books Nelly has prepared earlier this morning, seven children lay on the rug and listen to the cassette Linda made for the Jorgito story and the rest are working with playdough. For almost half an hour the room is buzzing with 33 zealously working children and four helping adults. After cleaning up roughly, it is presentation-time. Linda shows or reads everybody's work to the applauding class, spotting the author or artist with her flashlight. Paul finally gets his chance to present "The adventure of Freddy Krueger". Tyeesha and Gary, who had not been involved so far in writing, wrote in Spanish ,using even the new words. Linda really honors this, presenting it as: "the book El Oscuro Vampiro, por Gary!". The artists explain their pictures or test-fly their bats. Every kid gets a "superbravo" from the others. Then it is time to go home.

Personal Reflections

Language use patterns

Looking at the use of the two languages in this program reveals that English is the language predominantly used orally by the students. Five of the children of group I, who speak Spanish at home, have been conversing mostly in Spanish with each other. For the other 2/3, talking in Spanish appears to be forced. According to the program's coordinator, Mary Cazabon, the staff has now identified as preliminary objective to enhance the oral use of Spanish for native English speakers. There is no need to enhance the oral use of English among the Spanish native speakers. The goal is to increase the value of Spanish and make it desirable for the children to express themselves in this language. The setting (alternating days) and the methodic approach of the teachers meets the program's objectives connected with reading and writing for both English and Spanish native speakers as expected.

Perhaps the free grouping, a central didactic approach, counteracts this objective, because the students tend to group with native speakers of the same language. The use of the second language in a meaningful context is hard to control when the children are working on their own (page 39, the children's...). Only when the teacher instructs all students at a time can she control the language the children are using (page 39, whatever...).

A good example of the flexibility of bilingual children is the interaction between two of the Spanish dominant children with an English dominant girl (page 42) It shows at the same time, that for the Spanish speaking girl, English is the language considered to be most effective to use with English-speaking classmates.

With adults children react in the language they consider to be more familiar to the adult they address (page 39) but they make predominant use of English for conversations if not directed by the teacher (page 39).

Integrated bilingual education combines with innovative methods of teaching:

1) Cooperative learning and free grouping

Contrary to traditional, teacher-oriented instruction, the students spend a great amount of the day working cooperatively in small groups or on their own. Free choice of occupation and time for small group activities are a basic component of each day. The children have at least once a day the opportunity to choose from different activities. During English reading on Tuesday, for example, a boy's suggestion what he would like to do was added to the list of activities (page 37, choice of activities). This open organization of classroom activities allows the teachers to work with small groups while the rest of the class does other things (examples on pages 36, 37)

2) Whole language approach for writing

The realization of this method to encourage first writing attempts (invented spelling), gives the students a lot of time to explore written expression in a meaningful way. Students who are interested in it are provided the time to produce step by step their own big books, including drawing the pictures, writing, binding and making a cover. Given that the central theme in first grade is the exploration of literature and literacy, the teachers realize this objective with a great emphasis of the students' own work. They employ a lot of student-made materials (from former classes) and have the class publishing a lot in order to enable the children to draw a connection between their work and the books they read at their own beginning literal capacity.

Invented spelling is not used as a free-time or before-school occupation, but it is fully integrated in the curriculum. The conversation with one of the teachers about it (page 37) reflects this method and also common objections against it. Although not all children get involved in book making immediately, interest in it increases and most are motivated to do it in the course of the year. The description on pages 35-36

shows how a child works on expressing his ideas in exactly the right way, and his commitment to his own work. He keeps his enthusiasm all week until his presentation during the literacy-center on Friday (page 43).

Pages 41-42 highlight how the students work and think cooperatively with each other. Finally, the interaction described on page 43 shows the encouraging way in which the teacher honors first attempts of students to express ideas in writing.

Other innovative methods are the idea of the literacy center on Fridays, based on the whole language approach, and the ritual of changing classes (see icons, page 37). Both widen the interactions for the children of each class and make new constellations possible.The same is true of the teachers, who alternately prepare and assist in the Friday centers. Most ideas result from the teachers' close teamwork and the great amount of time they dedicate to the preparation of their instruction. The Spanish teacher, in particular, needs to produce material that is commercially available in English only. Charts and big books complete the whole language approach for shared reading.

Issues in instruction in the minority language

Difficulties arise in maintaining Spanish as a language of classroom use. When many of the children in the room talk in English it is hard for the teacher to be the only one in this environment to use only Spanish, as the examples on pages 39 and 40 show.

Although the "Writing to Read" computer program is available in both languages, the homeroom teacher is the only person using Spanish and she switches to English during this lesson (see page 40) on a Spanish day. In addition, it matters whether the computer teacher or the art teacher (see page 35) is bilingual. The examples on pages 35, 39 and 40 show that the teacher is most likely to switch English when he/she thinks that the students need to pay attention or are noisy. The message given to the students when a teacher lapses into English is, the program's coordinator points out, that Spanish is incomprehensible or ineffective in certain situations. The precept that anybody who enters the Spanish room should talk only in Spanish is therefore a must, she says. Language maintenance is a matter of continuous discussions at the staff meetings yielding new attitudes and ideas of how to accomplish this central goal.

A successful way to signal that Spanish is the preferred language in the Spanish room is to repeat the English remarks of the students literally in Spanish (see pages 35 and 39) and the teacher's insistence upon making use of the dictionary as well as asking help from a native speaker (see page 40). An advantage in this regard is that the organization of the program provides a Spanish room and an English room. The clearly defined environment supports the teachers' goal of instructing in one language for a whole day.

The Spanish-teacher experiences teaching in her second language to children who understand English--as a forced trade off between content and language teaching (see page 40) due to lack of time. It would be useful to determine whether a Spanish native speaker with clear dominance in this language would enhance the students' use of Spanish, since they would identify this teacher with one language. An example the result of this identification process occurs on page 39, when Nelly is in charge of the students: despite the fact that she uses English with them, they prefer to speak to her in Spanish. Whether the students react to visual stereotypes (e.g. the person looks as the TV actors representing Spanish native-speakers) or address the person in the language they assume this person prefers to speak, is not crucial in this context. The similarity to the difficulties expressed by the native English speaking teacher in the Hernandez, though, is striking and leads to the thought whether bilingual teachers should in each case teach in their native language.

Importance of planning and coordination

The program is a joint project of the Bilingual Education and the Desegregation Offices of the Cambridge School Department and has been carefully planned under advice of educational experts. Special attention is

given to formative evaluation leading to improvement. The evaluation of attitudes and free interactions between children with different language dominance explains, for example, why students are not seated in a determined pattern.

As coordinator from the system's Bilingual Education Office, Mary Cazabon, oversees the program and maintains high expectations. She works closely with the staff of the program to refine and improve the daily educational practices and is responsible for the arrangement of inservice training, workshops and network with other bilingual programs of the city. The teamwork between coordinator and staff is very informal. Bilingual in Spanish and English herself, Mary has one of her daughters in the Amigos first grade and is around in the school every day. She knows a great many of the students by their first names and is always conversant about the ongoing problems, because she observes "her" teachers' instruction and passes by the classrooms to talk with teachers, parents or students regularly. She represents the program to outsiders and is the connecting link to the principal of the school.

Cognitive and psychological advantages of bilingual integration

The exposure to two languages creates linguistic interest within the students, expands their self esteem and is most effective when students can experience the need of interpretation in a meaningful context. During my observations I noticed how students get involved in comparing languages and teaching each other (see page 42. Students can be teachers of their native or second language and confirm the skills they have gained by repeating and explaining to other children when there is enough free time for inventive games. A student can excel at least in half of the instruction and in such a way compensate for difficulties due to lack of language proficiency in her or his second language. The staff plans a Spanish-only evening for parents, students and teachers where the children will experience the value of Spanish by functioning as interpreters for their parents.

Grouping without leveling

The first grade students in this program are formally grouped for reading instruction in their target language. This grouping implies for nearly half of the students that they start to read in one language only, yet the formal instruction in their second reading language grows in the course of the year. The leveling is more subtle than dividing students into groups of about the same achievement level (see organizing the reading groups, page 38). There is no leveling for mathematics instruction.

Free grouping fits into the instruction throughout the day. Its advantage is that apparently the students challenge themselves when they are offered a variety of occupations (see page 36, 37); and that they are more dedicated to something they have chosen.

At the beginning of the scholastic year (at the time I observed) the teachers do not force a well balanced choice of activity for any child. This can lead to the situation that students do always the same kind of activity. Another aspect that needs to be monitored is the tendency of students to group themselves by language.

Parental support

The support of the parents is definitely positive for any program. Only the parents can provide the "third dimension" by sharing their perceptions of the effects and efficiency of the program they see on their children with each other and with the staff. The parent in the computer lab is certainly exceptionally involved in the process of teaching and learning, but she reveals the importance of active and visible participation and support of parents to run a program successfully (see page 41). The teacher's statement on the proportion of parents she feels acquainted with (see page 38) raises the question whether the English proficiency of the parents plays a significant role in this.

CRECIENDO JUNTOS/GROWING TOGETHER TWO WAY BILINGUAL PROGRAM

Background Information

School District: Lawrence

School: James F. Hennessey

Name of program: Growing Together/Creciendo Juntos

Languages: Spanish and English

Grade levels of the school: Kindergarten-4th grade

Grade levels of the program: Kindergarten-3rd grade

Number of students in the school: 399, as of January 1990
in program: 126

Racial breakdown of students in Program:	Minority	Majority
	114	12
not in Program:	187	86

Source and amount of Supplemental Funding : Chapter 636 ($4,000)

Number of students entitled to free lunch: approx. 85% of total school population

Contact Person for program:

Jane Ferrell
Coordinator of Bilingual Education
255 Essex Street
P.O. Box 1498
Lawrence 01842
(508) 975-5905

Creciendo Juntos/Growing Together was created in 1986-87 as a project of the Lawrence Bilingual Education Office with two kindergartens. The program has changed its location several times during its existence but maintained most of the original staff. Enrollment in the program is voluntary and the proportion of majority and majority students is gauged according to the desegregation plan guidelines of Lawrence Public Schools. In addition, the kindergarten classes are balanced so that half of the students in each are English-dominant and the other half Spanish-dominant. New students may enter the program from a waiting list and are encouraged to remain in the program for a minimum of one year to properly evaluate their response to the dual language approach.

Characteristics of the Program

Goals and Philosophy

Creciendo Juntos-Growing Together was designed to help students develop proficiency in a second language and gain understanding and appreciation for the multicultural, multiethnic world in which we live.

Curriculum design

Each teacher teaches only in one language and students switch teachers in the middle of the school day. The content of each subject follows the Lawrence Public Schools curriculum.
ESL and SSL specialists pull out newcomers for special services. Music, Art, Science and Physical Education are provided by non-Spanish speaking specialists.

Each pair of teachers convene regularly to plan instruction so that they work on the same concepts and skills but with different applications. Instruction given in the second language in the afternoon, for example, is not repeated the next morning by the other teacher.

A computer lab is available in the school and the program plans to use computers for a language program. Currently, the computers are utilized for Chapter 1 instruction. About 20 students out of the program are assigned to Chapter 1.

Opportunities for students to continue bilingual instruction after leaving the program are planned by adding a pair of classes per grade each year up to 8th grade. In high school almost every basic academic subject (English, Spanish, Math, Science, and Social Studies) is offered in both languages. Students may then choose in which language of instruction they wish to take their courses. Since the initiation of the program one grade has been added each year.

Reading Instruction

In grades 1 and 2 students are taught reading in their dominant language but are exposed informally to reading in the second language and language arts through a whole language approach. In third grade they read and receive content area instruction in both languages. For reading they are grouped according to ability in each language.

Instructional Techniques

The kindergartens have adopted a whole language approach and hand-on experiences during group activities predominate in this grade. The Won Way Phonics program, however, is a required part of the schedule of every grade. The Harcourt Brace & Jovanovitch Bookmark edition series is the citywide mandatory English reading text. Emphasis in writing and on discipline is part of the school wide special programs. The McMillan Campanitas de Oro edition is used in addition to whole language and other resources for reading instruction in Spanish.

Textbooks produced by Harcourt Brace and Jovanovitch are also used for Mathematics. In addition teachers, especially the Spanish-speaking, produce their own materials including books, alphabets and other handmade materials adapted from diverse sources.

Staff

Except for the first grade Spanish teacher, all are native speakers of the language in which they teach. The program lacks an in-house coordinator. There are six teacher aides: four bilingual Spanish native speakers and two monolingual English native speakers.

Due to budget cuts two teachers were laid off in February 1990. The Kindergarten and the 2nd grade classes have been combined in one class per level with an English speaking teacher. The former second grade Spanish teacher serves both classes. Grades 1 and 3 one classes maintain English and and Spanish speaking homeroom teachers. The staff convenes monthly and the teacher teams meet once a week to plan instruction. The class sizes are:

	English Homeroom	Spanish Homeroom
Kindergarten:	24	0
1st grade:	17	20
2nd grade:	29	0
3rd grade:	18	19

Staff Development

During the planning of the program, teachers, the program coordinator, the system-wide curriculum specialist and consultants visited other programs in New York City, Holyoke, Cambridge and Boston.

Throughout the years the same personnel have attended two-way bilingual education conferences and workshops sponsored by the Office of Educational Equity in conjunction with school districts in Massachusetts.

Summer training sessions have been held for the program staff since 1986. During the 1986 and 1987 summers teachers in the program attended Whole Language institutes sponsored by Lesley College. During the 1988 summer staff participated in workshops of goal setting, whole language, reading and process writing. Finally, during the 1989 summer, staff concentrated on planning and scheduling of their program.

Parental Involvement

A description of the program is available at the Parent Information Center, where all new students and transfers register. If parents are interested in the program they may sign up then or be contacted by the bilingual office. Letters have been sent home with children asking interested parents to contact the Bilingual office or the school. There is a waiting list of minority students but recruitment of majority students has not been as successful. The location of the program, which has changed several times, has been cited as an obstacle to the recruitment of majority students.

Several informational meetings have been held over the past three years to try to inform parents about the goals, objectives and design of the program. Acceptance of the program's merits among majority parents continues to be difficult.

Evaluation

Pre-and-Post tests of oral language skills in the second language are administered at the beginning and the end of the school year.
The IDEA Oral Language Proficiency Test in English and in Spanish is used for this purpose.

Writing ability progress is documented through writings collected throughout the year in student folders.

Reading skills progress is assessed through the use of book tests included in the Harcourt Brace & Jovanovitch Bookmark edition series for English and the McMillan Campanitas de Oro edition series for Spanish.

The 1986-87 Evaluation Report analyzed the progress of students in oral skills and compared it to that of students in other classes. The English oral skills of 43% of the Limited English Proficient students tested, had improved in speaking and listening skills but only 5% of the non-Spanish speakers had improved. The report concluded that the program was more effective in improving English skills than Spanish skills.

The comparison between the two-way bilingual kindergarten students and others with respect to development of English oral skills indicated that 40% of the first group and 20% of the second had attained mastery level. The Spanish oral skills comparison yielded also superior results for the Limited English Proficient students in the first group. The report concluded that teaching kindergarten students Spanish does not detract from developing English skills and that it may instead enhance that process. No formal evaluation process of language skills or achievement skills for the two groups is in place now.

Problem Solving and Promising Activities

The conscious efforts to maximize the integration of linguistic minority and majority children in the program promises the formation of friendships and close alliances among the children from kindergarten. The first goal of the program is thus addressed. The second major goal is accomplished through the instruction design: each teacher provides student with clear language models and content material in one of two languages only. According to second language acquisition theory and research this model is the most appropriate to and develop full bilingualism and high academic skills.

Within the constraints of the school system's regulations, and on-going budget crisis excellent efforts have been made to address instructional difficulties within the program. For example, an ESL and an SSL specialist were hired in 1989-90 to aid in the instruction of students entering the program after first grade.

The two major ongoing problems, as perceived by the Transitional Bilingual Education Office, are the low enrollment of majority students and the absence of a formal evaluation design for the program alone. In addition, the lack of formal evaluation prevents adequate integration of new students into upper grades of the program. This is desired to prevent enrollment decrease but poses difficulties since up to now no language assessment in both languages is requested.

Observations

Yvonne LaLyre

Introduction

The Hennessey school is a two-story modern building propped as a monument to education in the middle of a low-income residential neighborhood. Despite the modest look of the tenement houses there is no scattered debris or rubbish on the sidewalks and the building looks impeccably clean and well groomed. This may not be accidental: the principal appears to have an excellent relationship with her staff. She addresses everyone, including this visitor, with endearing terms, maintaining an atmosphere of comradeship and openness. It was not surprising to find her once during my visit chatting comfortably in the janitor's office while waiting for a group of children to finish their lunch.

The walls of the hallways display proudly the students' work, which stands out on the narrow spaces allowed by the low ceilings characteristic of many modern buildings. The lunch hall was most orderly. No child wandered around as teachers walked calmly alongside rows supervising their classes. No loud remarks or hasty movements disturbed the crowded but carefully set rows of young luncheoners.

The morning of my visit Mrs. Merlino received me in her office and explained briefly where I should find my way to the Two-Way program classrooms. The second grade Spanish teacher was absent. What follows is a summary of my observations of activities and the environment in the

two-way classrooms that day, and of interviews with teachers. Since at the time of the visit all classes were intact, reference is made to two second grade and two kindergarten classes. Shortly after they were consolidated.

Kindergartens

The two two-way bilingual kindergartens connect through a small side door on the first floor of the two-story building. Every morning starts at 8:30 with Spanish Reading in the "Spanish room" and English Reading in the "English classroom". At 11:25 the two groups of twelve children switch classrooms and teachers. Friday afternoons once a month a Rotarian comes to read a story. At midyear the groups switch so that students have the second teacher for the morning period. One of the teachers is of Latin American background and the other is a monolingual English speaker. The following schedule was provided by the English homeroom teacher.

Instructional schedule of the kindergartens

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30	Opening Exercises, group time, Language arts, Math most days				
9:30 9:45	Recess				
9:45 10:30	Science				
10:35 11:20	Music or Arts	Free Choice	SSL	Free Choice	Free Choice
11:20 12:00	Lunch & recess				
	SWITCH				
12:00 12:30	Rest				
12:30 12:50	Math				
12:45 1:15		Gym		Gym	
12:50 1:30	Language Arts				
1:30 2:00	Free Time				
2:00 2:10	SWITCH & Dismissal				

First Grades

The first grade classrooms are connected in the same manner as the kindergartens and their schedules are mirrors of each other.

Daily Instructional schedule of the Spanish first grade

8:30	Opening Exercises, Phonics, math, writing, dictation
10:00	
10:15	----------Recess & Snack---------->
10:30	
10:30	----------Reading Emphasizing a skill,
11:30	(groups alternate between the paraprofessional and the teacher)
11:30-	SSL teacher helps with low Spanish group while other two
12:00	groups read with teacher or paraprofessional
12:0	
12:30	----------Lunch and recess---------->

SWITCH

12:30	Simultaneous math, writing, language arts
2:10	gym, art and music - SSL teacher comes in to pull out the low Spanish group of English dominant children.
2:10	
2:15	SWITCH and dismissal

10:30-11:33 , Spanish First Grade

I begin to observe the Spanish room where the teacher is a bilingual English native-speaker. As I walk in, the Spanish-speaking aide helps her prepare the materials for the next activity. It is close to the end of the first major period. Children sit in rows of five facing a blackboard and do independent work. All the children look Latin American but they speak both English and Spanish among themselves. One boy studies from his workbook, taking words from a list and placing the correct ones in spaces provided below in the middle of sentences. He reads a few sentences he has completed for me but he seems unable to realize that some are nonsensical. I try to help but the activity period changes and he must put his workbook away.

At 11:15 the SSL (Spanish as a Second Language) teacher opens the door and takes the low Spanish reading group (six) and the rest of the class is divided into two groups, one reads Osito form the Santillana series with the teacher aide and the other moves to the rug section of the room with the teacher. She takes the more advanced reading group and sits in another section of the room where they discuss a story and play a word game. The teacher tells me that she and the teacher-aide switch between the two groups.

At the T.A.'s table, the children read aloud one after the other, one page of the three-page story. Before their turn several of them begin to pronounce the words aloud. Except for one girl they seem to be at the stage of merely "sounding" the words of the story. They read slowly and with difficulty. She praises them and continues on to the next language arts activity. It will be related to today's reading and the concept to study will be sequencing. Most of the children carry out the tasks with enthusiasm and diligence. I switch to the next room to watch the

English First Grade- 10:33-12:00

In the English classroom next door the teacher tells me that Reading time means that the class is subdivided into four groups, according to their reading level. Here there are also rows of seats and "activity areas" around the room where the reading groups meet. During this time the ESL teacher takes the lowest reading group. The next-to-lowest group is with the Teacher Aide in one corner table, reading the 2nd. pre-primer book of the Macmillan Series. The middle group watch a Sesame street video brought by one of the students. The teacher is taking care of the two advanced students, who are reading now at the third pre-primer level. They read:

> The friends played in the band
> Ted and Kim played pipes in the band
> And Fay played a can.
> The friend had a good band.

The teacher shows me proudly the invented spelling that children use to fill their notebooks in the morning and explains to me how she starts the day with phonics: the children read word cards with her and then learn to spell from dictated sentences.

Subsequently each child reads aloud a portion of the story to the group and the story is discussed. After the discussion they fill out their workbooks individually. For about twenty minutes during this slot of time they also write in their notebooks what she showed me at first.

Second grades

Instructional Schedule

8:30- English teacher takes English dominant group and teaches phonics, penmanship and writing.
12:00 The Spanish native speaker teacher does the same with the Spanish-dominant group.

12:00-
12:30——————————Lunch and swich——————————

12:30- Groups follow a schedule similar to the first grades with the second teacher and language.
2:10

The English teacher gave me a few minutes of her time to describe the above schedule. She added that most students in these groups have been in the program for three years and can read in their dominant language. Since the groups are small (less than ten per class), there is no teacher aide. She and the Spanish teacher, absent today, meet regularly and realize projects together.

Third grades

As in the lower grades, groups switch teachers and languages for 1/2 day. Art, Music, Gym and Science occur at different times for the two groups but each receives the same amount of instruction in each subject. The following is the schedule of the Spanish teacher component.

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30- 9:15	----------Lectura /Reading)----------				----------> 8:45 - 9:15 ESL
9:15	---------- Phonics ----------				---------->
9:30					
9:30 10:00	Reading	Phys.Ed.	9:30-10:15 Art or Music	Reading	Reading
10:00					
10:30	---------- Mathematics ----------				---------->
10:30					
10:45	----------Recess----------				---------->
10:45			10:45-11:15 Science		
11:45	Writing, Reading levels according to Santillana series				
	SWITCH				
11:45					
12:00	---------- Phonetics ----------				---------->
12:00 12:30	----------Reading (teacher takes two lowest groups, paraprofessional takes the highest)				---------->
12:30 - 1:00	----------LUNCH----------				---------->
1:00					
1:30	---------- Math ----------				---------->
1:30 2:00	----------Writing, Language Arts---------->				**Science/ Social Studies
2:00 2:30	----------Poem writing, story writing, small projects,preparation for dismissal.---------->				

** This lessons are prepared by the classroom teacher to supplement the material covered by the specialists.

Not included in this schedule is the pull-out ESL that occurs three times a week for a number of students. In addition, five children are pulled out daily for special needs from 9:30 to 10:00. The English room 4th grade teacher pulls out a several students as well and takes them to his class for one period.

The teacher is new to the program although she has taught for many years in a Spanish-speaking country. She makes a lot of her materials and has adapted whatever materials in Spanish have been made available to her.

Thirty minutes with the English Teacher and the Spanish-dominant group

Its 1:00 p.m. and the beginning of English Language Arts class. There are 18 children in the class sitting in clusters of four desks near the blackboard. It is a spacious and bright room. The students sit quietly as Mr. Confalone passes out small pieces of paper to write the spelling words of today.

Mr. Confalone writes on the board: 'all' and underlines it as he asks the students to write the word on their papers. He pronounces the word 'tall', and 'his friend was very tall' as he paces the room looking casually at his pupils' work. The children write "tall" only. He then goes back to the board and writes the correct spelling of the word so that the students can correct their own work. The next word is "small". Students maintain a glacial silence and watch his movements, evidently accustomed to the activity. In a second column he writes "aw".

T: "The "aw" sound, underline the "aw". OK, write this word: "law". Stealing is against the law". He walks around the room and comments on the students work, praising correct spellings as he goes along. After three more vowel combinations with the same sound [o], he dictates two sentences containing a words with that sound and collects the papers one by one. He does not write the sentences on the board for clarification this time.

The next activity takes place on a rug near a poster board stand. The children sit on the rug and the teachers sits at a chair next to the board. It reads in large handwritten letters:

A Valentine
A valentine, and it is mine,
it tells a secret, too.
See underneath its lacy frills
"I send my love to you".

Ada C...

The children read aloud after the teacher line by line in a chorus. He then requests them to examine aspects of the poem. For example he asks: What is the title? What does the Valentine say? Who do you give a valentine to? What is a secret? Who can tell me where are the two letters that say 'an'? Who can show me the letters that say "fri"? The next sounds are [i], [e], [er] and 'oo'. Most children raise their hands and he tries to pick all those who raise their hands at least once. He ends by showing them the work of the morning class and asks them to return to their desks and work on producing their own valentine poems. The children rise and begin to collect the materials they will use for their projects as I leave to observe the other third grade class.

Thirty minutes with the Spanish 3rd. Grade teacher and the English-dominant group.

The Spanish poems are quite visible in the room, along with the alphabet illustrated with original pencil drawings. The subject is Social Studies. The teacher aide is absent and the whole group is gathered on a rug in front of Mrs. Sanabria while she sits near a poster board stand that reads:

La vida en la ciudad (life in the city)
1. Valle (valley)
2. productos naturales (natural products)
3. transporte (transportation)
4. comercio (trading)
5. clima (climate)

The children hold their textbooks open on their laps as they listen to her. She reviews the terms on the list with the children being careful to request the participation of everyone in the group at least once. The form of her questions refer to the understanding of the concepts, for example she asks "qué productos naturales comemos nosotros?" (What natural products do we eat?). Esperanza speaks animatedly making references to Puerto Rico and while several hands are raised, the only blond child, a boy with wire-rimmed glasses, remains quiet. When he finally raises his hand, it is to request to go to the bathroom. The teacher explains later to me that he and another Anglo student are new in the program but that they are picking up Spanish very quickly.

Their homework is to bring the section of a newspaper with the weather forecast, to listen to the radio, watch TV, or ask a neighbor about the weather.

The next activity consists in singing a song written on the board. She sings it and the children follow her in a chorus. They sing it twice in unison but many of them seem to move their lips not sure of the sounds they must make. The Anglo child becomes involved in the singing with enthusiasm and equal difficulty. At the end of the song she reviews more of the material of the day; "quién me puede decir que son sinónimos? (Who can tell me what synonyms are?). Her comments are only positive; "muy bien, papi"(very well, sweetheart), "dime, papi",(tell me, sweetheart) "dime, mami,... quién la puede ayudar?" (tell me sweetheart,...who can help her?). It is almost time to go now and they begin to prepare their exit and switch soon.

Personal Reflections

It was evident that although desks are arranged in groups, many of the activities observed suggested adherence to the traditional teacher-directed and individual approach to schoolwork (see first grade Spanish reading and third-grades). The use of the phonetic drilling in reading instruction is obligatory in Lawrence Public Schools. That requirement may have deterred teachers from applying other contemporary, cognitive research-based techniques, more appropriate for varied-ability groups of children.

As a pilot project its evaluation and parent involvement components represent crucial objectives. There is pressing need to establish adequate criteria to evaluate the progress of the students and to increase enrollment. Since those functions would rest on the shoulders of a coordinator, lack of funds to create that position is an obstacle to the success of the Growing together/Creciendo Juntos program.

A unique characteristic of the design of the program is the inclusion of the ESL and SSL specialists to address the special needs of students entering the program at the upper grades. Having that additonal staff may account for some successes: as the third grade Spanish teacher has experienced, even at that level some children may integrate themseles to the program in a short period of time without much dificulty.

Observations of the program were limited to one day, giving me only slight indications of the level of complexity of the instruction design and the involvement of the students and staff. Nevertheless, it is evident that the overall organization of the instruction is well established. This quality of the program is due to the commitment of the teachers and parents involved. Most of the teachers have moved from school to school with the program and the few new teachers have requested to be in it. In addition, they meet regularly on their own time to organize the content of instruction, thus voluntarily adapting to the constrains of limited funding. The teachers gave me the impression of being optimistic, proud of their work and mission and of being aware of the progress of their students.

SALEM TWO-WAY BILINGUAL PROGRAM

Background Information

School District: Salem

School: Endicott Early Childhood Center (for Kindergarten)
Bates (for 1st Grade)

Name of program: Two Way Bilingual Education

Languages: Spanish and English

Grade levels of the program: Endicott Early Childhood : Kindergarten
Bates school: 1st grade (1989/90)

Grade levels of the Bates Elementary School: K - 5

Number of students in the program: Endicott: 36
Bates: 37

Racial/ethnic breakdown of students in program: 50% Majority
50% Minority

Source and amount of supplemental funding:

Chapter 188, Salem Trust Commission, Chapter 1, Chapter 636, Chapter 766, Administration for Children, Youth and families, Salem Headstart, Bank of New England-Essex, local businesses.

Number of students in program entitled to free lunch:

	Kindergarten	First grade:
Hispanic:	24	20
White:	8	0
Black:	1	0

Contact Person for Program:

Arlene Dannenberg, Ed.D.
Director of Equity Education
Salem Public Schools
29 Highland Ave.
Salem, MA 01970
(508)745-9300 Ext.225

Pamela Appleton
Director
Endicott E. C. Center
112 Boston St.
Salem, MA 01970
(508)745-9300 Ext.164

The Salem two-way program started in 1988-89 with two full- day paired kindergartens. Now in its second year it has two kindergartens and two first grades. The program is planned to grow one grade per year. Enrollment is strictly voluntary and adheres to the desegregation guidelines of the Salem School District.

Goals and philosophy

The dual goal of the program is to develop full bilingual proficiency in Spanish and English and promote racial integration.

Curriculum design

Language proficiency, background and age determine the grade level and grouping of the students. In kindergarten and upon entrance students are grouped in homerooms according to language proficiency relative to two languages. There is a Spanish homeroom, and an English homeroom. In each of the classrooms only one language is spoken by the teacher. In both grades, homeroom activities occur in the morning before lunch. In the afternoon the children re-assemble in racially integrated classes. Since afternoon activities take approximately 55% of the week's instructional time, children spend more time in integrated groups than not. The proportions of instructional time for each language; however, are maintained balanced.

Cooperative learning experiences are emphasized through a center-based activity environment. The primary mathematics program "Math their Way" stresses, in addition, concrete experiences with manipulable objects.

Reading Instruction

Whole language techniques, writing and reading workshops, the IBM Writing to Read program and Holt's Impressions, a non basal reading program designed in Canada are basic to the reading program. Ability leveling is inexistent. Two mornings a week the children are immersed in their second language, receiving whole language instruction, which allows the utilization of language in meaningful contexts. This approach is also used for instruction in the first language three times weekly. The IBM Writing to Read Laboratory program offers foundation skill practice in English. Spanish practice is available through the new V.A.L.E. (Vamos a Leer Escribiendo) program. Students utilize the Computer Lab at least 45 minutes daily in their primary language and an undetermined amount of time reinforcing concepts in their second language during the immersion periods.

Instructional Techniques

English-speaking and linguistic minority students receive instruction with identical whole language techniques except for modifications adapted to individual students as necessary. These techniques permeate the entire curriculum, which is made explicit mainly through groupwork and center-based activities.

Groupwork is the setup for most activities but there is no conscious attempt to lock children into any grouping from the start. This approach is intended to promote the forming of spontaneous friendships among linguistic minority and majority children.

Integrated center-based activities are organized for the after-lunch periods. As in the morning period, during this time each teacher addresses the integrated class only in the language of the classroom. The children may address the teacher or their fellow students in any language but there is a conscious effort on the part of the teacher to rephrase students speech in the language of the classroom when necessary.

For non-academic subjects the students are taught by the school's specialists, who are English speakers. Special needs instruction is given by an English-speaking specialist in teamwork with a bilingual tutor, if necessary.

Staff

At the Early Childhood Center the permanent staff consists of the principal, the outreach paraprofessional (bilingual), one Spanish/English bilingual teacher and one English monolingual teacher. Each teacher has a teacher aide, one of which is bilingual. In the first grade pair, both teachers are native English speakers but the Spanish teacher is bilingual. Both paraprofessionals speak Spanish, the full-time is a Spanish native speaker, the other is a native English Speaker. The director of the program is a bilingual English native speaker and holds a Doctor of Education degree in Administration, with specialization in Bilingual Education. Her experience with bilingual education also includes working at the Massachusetts Department of Education and teaching.

Staff Development

Staff development activities are related to instructional techniques and the concepts of two-way bilingual education. The staff has visited other schools running similar programs and attended conferences for that purpose. They have also received training in specific areas. For example, in 1988-89 several members of the staff enrolled in a course offered by the Salem Public Schools in cooperation with Lesley College on whole language development. The Salem Public Schools also offered a course in the Math their Way program, the developmental math program for pre-school and early elementary grades utilized in all Salem primary public schools.

Parental Involvement

Parent informational meetings are organized during the school year for all parents whose children are enrolled in the program. The topics of the series include introduction to the concept of two-way programming, discussions addressing parental concerns and parental involvement, and future of the program. In March 1990 a seminar directed by two distinguished scholars of the bilingual education field (Dr. Lambert and Dr. Brisk) was offered to parents. Between forty and fifty parents from each cultural group attended the seminar. The mayor of the city and the superintendent welcomed the participants.

Volunteer parents have worked with several community resources, such as the Essex Institute and the Salem Public Libraries to provide enrichment activities in both English and Spanish utilizing the extensive collections of these two institutions. Parents and staff worked with the Essex Institute to develop a multicultural social studies curriculum. Parents assist also in the classroom on a volunteer basis.

Home visits by teachers, nurse, community outreach staff and other school staff are made to address and rectify problems as need arises.

A demonstration workshop for parents on the Writing to Read/VALE program was offered in the Spring of 1989 at the Endicott Center. This workshop informed parents of how to support at home their children's activities.

Conferences such as the 1989 Two-Way Bilingual Institute and Two-Way Bilingual Education Evaluation Workshop were attended by parents of children enrolled in the program.

Staff meets regularly in order to develop, refine and plan programs and activities. At the Endicott center, for example, teachers meet weekly on Friday afternoons.

Evaluation

Three types of activities were planned for the evaluation of three goals in 1988-89, the first year of the program. No evaluation report has been issued yet on these activities.

Goal: *Ongoing review and modification of the Endicott Early Childhood Center*
Activities: Meetings, observations, staff development. The integration of Hispanic students with all students for all center activities was monitored. Staff regular meetings were planned to improve curriculum problems, student progress and provide in-service training.

Goal: *Evaluate the effectiveness of the Writing to Read/VALE program in assisting first and second language acquisition.*
Activities: observations, student work and written reports were used to monitor the student response to the program.

Goal: *Increase parent involvement*
Activities: Meetings, phone calls, home visits, staff meetings, after-school care were scheduled to monitor the participation of parents in various program offerings. Feedback was elicited from parents via meetings, questionnaires and parent programs.

Problem solving and promising activities

Problem: Accessibility to after-school-care for Hispanic parents. The majority of Hispanic parents in the program cannot afford the necessary fees but are also ignorant of how to access the social service agencies in charge of allowing them to be voucher-eligible. The school began an intensive outreach effort to contact parents and aid them in the process.

Problem: Apparent lag in skill development among Hispanic students with respect to some English speaking students. This problem was thought to be related to the criteria for enrollment. The modification adopted was to place students in groups based on their developments skill level vs. chronological age and to provide them with extra time within a unit before requesting transfer out of the program.

Problem: Effectiveness of Program paraprofessionals
The paraprofessionals' knowledge of instructional techniques and of interpersonal skills has not been adequate to address efficiently the needs of the students to function comfortably. Training in instructional techniques, discipline strategies, and a philosophy that correspond to the goals of the program is necessary.

The computer as an supplemental instructional tool for English reading and a reinforcement base of second language, the design of the program and the community' support are considered by the coordinator of the program to be promising.

Observations-- January 1990

Karoline Winkler and Yvonne LaLyre

Introduction

The kindergartens comprise the top floor of a small two-story brick building that faces a busy Salem thoroughfare. The size of the school complements the warmth of wainscotted walls inside. The rooms are small compared to modern classrooms, separated only by a narrow corridor crowded with personal computers. The two first grades are located a long distance away from the Endicott Center along the corridor of the spacious first floor of a modern school building. They connect through a side door.

The following descriptions were obtained through simultaneous observations during a visit on a Wednesday in November to the Endicott Center and the first grades at the Bates school. We spent the morning at the Endicott and the afternoon at the Bates. At the Endicott each of us spent the first half of the morning with one group. After snack, observations in the English classroom continued while the other teacher was interviewed. As a result, we have a description of the entire morning at the English room only. The reader will notice, however, that any activity taking place in the classroom being described, is equivalent in content, if not in form, to the one taking place in the other room.

Kindergartens

Weekly schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	L1	L2	L1	L2	L1
11:00	Reading	Reading	Reading	Reading	Reading
11:00	line-up in integrated manner (a child of one room and then a child from the other room) and go downstairs for lunch,				
12:00	and recess				
12:00	Whole Language				Weekly
	Alternating Spanish and English by day-------->				Curriculum
12:30					Planning
12:30	Center-Based Activities				
2:00	Alternating Spanish and English by day as above				

The Spanish kindergarten, seen by Yvonne

The class is composed of 18 Spanish-speaking children. The teacher is a young, dark blond woman. She is certified in early childhood education and bilingual by heritage. Her parents maintained a bilingual home while she attended classes immersed in English. This is her first year of teaching. One of the paraprofessionals is a soft spoken middle age woman who spent ten years in Central America working at the equivalent of an early childhood center. Since she has no children of her own, she confided with a timid smile, being at the center and among children is her greatest pleasure. The second paraprofessional taught for eight years grades 1-6 in a Caribbean nation. She intends to take courses to complete requirements for her certification in Massachusetts. Both seemed quite comfortable speaking in English and in Spanish and happy to be there.

The upper half of the classroom walls are a bright compositionof illustrations and labels in Spanish interrupted only by the front and back doors, the blackboard, a closet, and by the large windows common in old brick school buildings. In one corner there is an easel covered with splashes of paint of different colors. Another area seems to be the "home": there is a wooden kitchen range, a couch, a cupboard and a mirror. A toy cradle holds several dolls carefully tucked under a red cover and next to the couch there is a book rack with story books, mostly in Spanish. Toys and more books occupy a central bookcase that serves as a divider. Along the lower part of the walls there are the usual shelves filled with manipulable and other learning materials.

It is the beginning of the day and Jeannette has the children sit in a circle around her as she explains the activities they will carry on this morning. They and the teacher aides listen attentively. One of the activities involves writing the date on their notebooks. Another consists in picking beans from a tiny container containing four different types of beans and pasting them inside one of four different circles already drawn on a piece of paper. A third activity requires that the children trace one of their hands, color the outline and add a head, tail and wings to produce a colorful rooster from it. The final and "extra" task, as the teacher names it, is to write the letter `G' inside the balloons traced on a piece of paper that reads on top "globos"(balloons). The children will color these circles afterwards.

The children travel from one table and activity to another until all are completed. During this time the paraprofessionals and the teacher supervise and help the children finish their tasks. Those who finished are allowed to take out some games and play with each other on the carpeted floor until snack time. *Some of the children leave the room and sit outside in the hall and computer area separating the classrooms.* Those who stay in the room converse softly in Spanish. At 9:35 a young woman walks into the classroom and asks for two children who interrupt their activities and quietly walk away with her.

The English kindergarten , seen by Karoline and Yvonne

At around 9:00 the group gathers in front of the teacher to hear instructions for the day's activities. Today there are sixteen ofthe eighteen students present and five adults, including the teacher, her aide, and three student teachers. All adults are female native English speakers. At a glance the teacher displays the confidence of her many years of experience. Her special training for this program began half a year ago when she, the Spanish room teacher and the paraprofessionals developed a whole-language curriculum through training at Lesley College. It is called Living Creatures from Eggs. They have had such success with it that they will present it at an upcoming statewide educational conference.

They have just finished talking about today's letter: "G,g" and the teacher explains the activities at four different activity-centers in the room: they may undertake a math-activity, invented spelling, making a booklet, or practicing the new letter on a `G'-host-worksheet. They must accomplish all four tasks in whatever order they like. At every table one adult will assist them.

This morning the teacher-aide gives an evaluation test on Math their way (one of three annual tests). The Math their Way curriculum recommends the use of home familiar objects to introduce patterns, numbers, counting, grouping of things, recognizing shapes and so on. She sits on the rug and calls single children up to her, gives them different problems of grouping beans and checks their counting ability.

At one table a student teacher uses popcorn and beans to lead the children to recognize patterns. She works with a changing group of children. Every station has a sign saying how many kids are allowed to work there at a time and the children move from one center to the other depending on available slots. A heap of popcorn and a heap of corn seeds are in the middle of the table and cards with different patterns (e.g. AA b AA b AA) should be taken as examples to place popcorn and seeds on a row accordingly. The kids are supposed to do all of the patterns. After that they play with the popcorn or eat some of it.

At the next table others are writing using invented spelling in their own Kindergarten-books, which have a photograph of themselves inside. They use thick felt-pens to draw around and entitle the photos asking the student-teacher or other children for help. They try out how to write "was" or "go" sounding out the words again and again (most kids begin the word "was" with y). The teacher does not interfere in writing, but writes the sentence--if the child wants it--on the margin of the paper. Next to this table is the language-center with two typewriters which are almost constantly in use.

The children in the third group are making books by cutting and coloring a worksheet: "I go to ...." (house/ water/ bed /etc.). This group is the most constant one, maybe because it takes longer to finish this activity.

The fourth group works on a table that contains (as the teacher tells me) all kinds of materials to be poured, measured and filled into containers such as rice, beans, etc., but is covered upnow. The kids here write "G" and "g" on a worksheet. A box with a sort of ID-cards--a photo of each child with his/her name in big letters beneath it--is used by the kids to write their names on their worksheets. Most children concentrate on the tasks. With so many adults to be around and lead them, no wonder.

As soon as they are through with the required activities they may go out of the room to have a snack and "socialize among themselves", the teacher says, or use the games, books, and paints at the other stations, the science-center, or play in the children's kitchen. The room is full of all sorts of colorful and stimulating things, such as displays related to the math program, paintings and handicrafts by the kids and brand-new, wooden furnishings. The kitchen-home corner has a sink, some extra shelves and "make believe" plastic food. As I sit down next to the kitchen a child asks me what I wish to eat and offers me each illustrated item she has inside a bowl.

All in all, this is a well-equipped and attractive room which seems even a bit too full. A peek through the windows reveals a fenced playground with a prominent wooden structure known as "jungle gymn".

While each student teacher stays at a single table, the teacher walks around ascertaining what and how the kids are doing, encouraging some to read their books to her. Children ask her permission when they want to leave the room for their snack. It is relatively quiet for so many children in a room of this size. They all behave well and keep themselves busy.

After snack time

The teacher sits down to read a story but before beginning her reading she prepares her audience. First, she recites a paragraph whose sense is evidently familiar to the children. She then asks them to identify words that begin with the sound [g] and the letter 'G' and when she is ready, she asks: "Is there a place where you would like to go but you can't because no one has time to take you there?". A few hands are raised. One says he would like to visit his grandmother but he cannot because she is coming to visit. Eventually someone says, "the zoo". The teacher explains that the story is about a little girl whose father never had time to take her to the zoo. She mentions that she likes to read this book to her own children. Her speech is clear and just loud enough every child to hear her. One of the children is very articulate and notices many different aspects of the illustrations. Another one makes random comments and disrupts often to point at something irrelevant. She calmly asks him to sit next to her to control his movements. At some point she summons complete silence by putting down the book and refusing to continue reading. She gently silences everyone and performs her reading undisturbed by the occasional bursts of curiosity and imagination. Throughout the reading she stops at almost every page and prompts the students with questions related to the story. They are "why", "what do you think..", and "what do you see"-type questions.

At the end of the story the group breaks to go to lunch. Some of the children leave the room to have lunch with a group from the Spanish classroom. The remaining students from both classrooms gather in the room and begin to play in the kitchen. It is time to end our visit and head for the Bates school.

BATES Learning Center.

The observations at the Bates school were performed after the children had just returned from lunch. They were tired and restless. The activities offered less instances of intensive academic instruction and consequently observations focus on group dynamics more than on instructional methods.

Weekly schedule

Monday	Tuesday	Wednesday	Thursday	Friday
8:20 -8:30 home room ---------->				
8:30-9:30 Writing to Read /VALE	8:30-9:30 primary language (Spanish in one room/ English in the other room) ---------->			
9:30-10:00 primary language language/ reading	9:30-11:50 "Math their Way" and	9:30-10:20 "Writing to Read/VALE" reading (mixed group)	9:30-10:15 integrated language/	9:45-10:25 gym /art
10:25-11:05 gym or music		10:25-11:05 gym or music	10:25-11:05 gym or art	10:25-11:50 whole group activity
11:05-11:50 integrated language/ reading (mixed group)		11:05-11:50 "Math their Way" and language/ reading	11:05-11:50 ---------->	
11:50 - 12:20 ---------- lunch ---------->				
12:30-1:50 "Math their Way" and language/ reading	12:20-12:50 story time ---------->			
	12:50-1:50 "Writing to Read/VALE"	1:15-1:50 language reading	12:50-1:50 "Writing to Read/VALE" ---------->	
1:50 - 2:10 ---------- home room and closing ---------->				

Note: Every other Tuesday it is library time in the period from8:30 - 9:00

The Spanish first grade, seen by Yvonne

Pat is a native English speaker with several years of experience as a bilingual teacher. This is her first time teaching only in Spanish to all: 20 Hispanic students in her homeroom class and the 17 Anglo students in the paired one. During the period observed she teaches in Spanish to an integrated group of students from both homerooms.

The classroom floor area is larger than that of the rooms of the Endicott Center but ceilings are lower. There are closets, book racks and shelves. There is also a sink. An organ stands near the middle of the room extending the division marked by a bookshelf. The environment is print rich, all in Spanish and evidently produced by Pat. Many of the original signs show the creativity and artistic ability of the teacher.

The children have just returned from lunch. It is reading time and they gather in a circle around the carpeted area next to the window area. The teacher sits down and asks introductory questions, speaking slowly and pronouncing the words carefully for all to understand. "Qué pueden hacer las manos?" (what can hands do?), she asks. Most questions are answered by a few Latino-looking children sitting to her right. Another child raises her hand to indicate that she has an answer but manages to point only. Pat tries to give everyone who raises a hand a chance to participate before she begins to read a small book entitled Manos. It has illustrations on every second page, related to a group of complete, but not closely related, sentences on every first page. This is the beginning of the last quarter of the school day and the children appear only partially interested in the subject but sit quietly and listen.

In the middle of the teacher's "lectura", a child who had been in a corner of the room since the beginning of the activity and my arrival, begins to swing the front door and the squeaking noise prompts the teacher to ask the paraprofessional to see that he stops the noise. The paraprofessional, who, up to now had followed silently the teacher with her eyes, goes up to the child and, in an angry tone tells him to sit at his chair quietly. He rises from the floor and sits at the desk without protest.

Pat finishes reading the book and reviews the body parts saying: "Pongan las manos en la rodilla!", "las manos en el pecho... los hombros, etc." (put your hands on the knee, the chest, the shoulders, etc.) Again, few of the Anglo-looking children participate. *During all that time an Anglo girl is fascinated stroking the long black hair of a Latino girl sitting in front of her. The child did not seem to mind this at all, as she concentrated on what the teacher was saying.*

Now it is time to explain the next set of activities. The teacher takes an 11" x 14" blank piece of paper and folds it in half. On top of one of the sides she writes: "Something I do well" on the other side she writes: "Something I want to do better". This activity is in English and Pat explains to me that the substitute teacher should have done this the day before but failed to. As a result she has to do it today and during the "Spanish" period, which is an anomaly. Another activity consists of two steps; first, cutting the sections of photographs that depict parts of the body and second, pasting the cut-ups on a piece of paper and constructing a human figure with the parts. At yet another table there will be drawing.

Before they stand up to walk to their chosen table, each child must chose a partner. *Pat insists that children from her homeroom chose someone from the partner class.* They do, and walk away in pairs.

Two groups are formed to cut and paste, composed mostly of females. The most unpopular activity seems to be the drawing of "well" and "better" things. Only three students choose it. The fourth group sits at the drawing table. The teacher visits each station commending the children's work and providing assistance, as I travel from table to table observing the children's interactions.

At one of the tables occupied by girls two English-speaking girls are sitting together and consult each other in English while their "partners" sit across the table from them and consult each other in Spanish. As I approach the table one of the Spanish girls tells me in Spanish: "that one bites", pointing at her "partner". Her partner shows no signs of understanding. A second Spanish-speaking child adds; "ella es mala!", (she is mean!) referring to the same child. I smile and turn to another table as each pair of children continue to work on their projects.

At another of the cut-and-paste tables, the paraprofessional is visibly pleased as she helps a handsome fair-skinned Spanish-speaking girl. In contrast, she seems critical of another child's work as she comments: "ah eso no sirve!" (ah that's no good). She is also amused and laughs spontaneously at some of the collages.

Finally, at the drawing table there are only boys. One of them is the child who had been placed in the room's corner earlier. He is concentrating on shading in pencil the leg muscles of a male human figure reminiscent of a comic book hero flying in the air. The figure is well-proportioned and detailed. Pat comments that he is an extraordinary artist but that that is all he ever wants to do! She adds that in the morning he does not want to read or write, although she knows that he is able to do it. All he wants to do is draw.

In the meantime, a girl walks unnoticed to a corner of the room and lies down on the carpet. Pat notices that and walks over and talks to her calmly for a few minutes. As everyone continues their work I exit the room.

The English first grade, seen by Karoline

The rectangular, spacious room of the English teacher is not fixed up yet. Jane tells me that she moved to this room recently and has not had the occasion to display charts and posters etc. on the walls. There are plenty of tables arranged in groups of two or three and it seems that the number of tables doubles the number of students. Along the row of windows, a carpeted corner with a blackboard looks cozy. In this area of the room illustrations and number charts are displayed. Shelves with boxes of manipulatives, books and other materials are set up under the windows.

The children, 7 girls and 10 boys, 50% Anglos, are told by Jane to sit in the carpeted area. The teacher sits on a low chair next to a chart-board and begins to talk about a book they have read, entitled Stone Soup. She asks for ideas of ingredients to put into a soup, which she wants to write down on a big paper. About seven or eight of the children sit in line right in front of her while a group of four Anglo boys sit together in a corner. Another girl and a boy sit on the opposite side of the carpet. Three boys move around in the middle of the space, disturbing other children repeatedly.

Except for these three boys the children seem to be sleepy or tired from sitting and listening. But still,they name vegetables that could go into a vegetable soup and the teacher writes them down, spelling them several times with the help of some children. Again and again she asks a Latino child to sit still and join the group-activity. *Another Latino boy wants to name a vegetable, but he pauses to think how to express the name in English. Jane waits, but after a few moments she asks him to say it in Spanish and to other kids to translate. After they have tried in Spanish to find out what this boy wants to put in the soup he finally returns to English and says that he eats chicken and cow at home. Jane adds "meat" to the other ingredients.*

She addresses the restless boy again and lets him find the word "rice" on another chart. He has difficulties finding it and does not know the beginning letters of the words he is randomly pointing out. He finally finds the right word. Now the teacher announces that they will make a real soup on Friday and every child should bring one kind of vegetable for it. One of the students will be leaving the school and the class will have a good-bye party for her on Friday. The teacher tells the children that they will also get a note for their parents in Spanish and English to take home today.

Before she turns to the calendar (part of the Math their Way-program) she sends an Anglo boy to stay at a table until he has calmed himself down. Shortly after she sends one of the three Latino boys, as well, to "take some time out". It is noisy and she needs some time to get the children to sit the way she wants it and pay attention to the calendar on the wall.

The calendar is "done" every day by a different person. To do the calendar means to recognize a pattern and find the right symbol for the day, to write the date on this symbol, to recognize the first letter of the weekday and to change the cards for `yesterday', `today' and `tomorrow' one day ahead. The Latino boy whose turn is today does all this and earns a pat on his shoulder as reward.

Counting the days since school has started this year and writing the next number on a paper strip above the blackboard is also part of the daily ritual. Together the children count and clap enthusiastically with every fifth number.

Then Jane takes out another chart and repeats the pattern recognition using a poem about stone soup. While she is doing this the boy in the middle continues to interrupt and distract the others, and she alternates reproving him and inviting him to read, which he finally does. The Latino boy who had been sent away earlier is asked to come back and while the teacher is talking with the others about the rhyming pattern he reads out something from a chart beneath the blackboard trying to get her attention.

Because I am visiting the teacher has changed her plans and takes out three boxes with things ("manipulatives") and begins with mathematics. She wants the children to work on the idea of patterns and gives an example as she sits with them on the carpet. The task is to make a pattern of the kind of "AA b AA b AA" or "A b A b A b" patterns. One student at a time comes to the middle of the carpet and chooses wooden blocks of various colors and shapes from a box to make a pattern. Then they have to "translate" the pattern they have done into "A,b,..." form. The teacher praises each of the three students who succedd in making a pattern.

After that the children form groups to work on whatever box they want. *Immediately the four Latino boys choose to be one group.*A group of Anglo boys and girls form a group for making patterns out of play-jewelry at another table. The kids at the third table--they work with wooden blocks, a suggestion by the kids--are mixed. A fourth group sits with unifix-cubes on the carpet; they speak Spanish with each other and appear to be Latinos. The only black girl and another Spanish speaking girl do not play in any group until the teacher tells them that they have to join one of the math-groups and do their patterns.

The Latino group disperses, because they are interrupted by the same boy who was sent away earlier and who seems to have a quite isolated position in the group. They join the group working with the blocks.

Jane later tells me that this is her first year as a a teacher of a bilingual group. She does not speak any Spanish yet, but tries to learn it when she finds the time for it. She is an art-teacher but has worked in all grades up to high school as a math and science teacher. *The reason for asking other kids to translate the Spanish of the boy earlier today was that she thought he might name something that we don't have here and for which there is no English word.*

The children finish up their separate activities. One child is in a corner of the room. Eventually they all sit in a circle and look at the teacher as she reads from a board. The subject is Thanksgiving. At the end she begins to talk about the activity they will have the next day: they are going to make a stone soup and everyone is supposed to bring an ingredient. She protests when one of the Spanish-speaking children says that he is going to bring meat. It is too expensive, she says.

Before they leave to go home some of the children switch to the partner classroom, which is their homeroom.

Personal Reflections

The short visit to the classrooms described offer the reader not more than a glimpse at the daily interactions inside the classrooms of the youngest two-way bilingual program described in this report. They cannot be representative of the program. Nevertheless, some aspects of the instruction methods and the student-student and teacher-student interactions highlight characteristics of two-way bilingual education designs.

The Salem program has benefited from the experience of all the other two-way bilingual programs in the state and it is therefore the most carefully planned. Yet, the conditions of the program are unique and so are the approaches to reach its goals. One of the most obvious characteristics of this development can be seen in the choice of instructional methods such as whole language.

In all the classrooms, for example, children are encouraged to use the concepts learned in either language while involved in hand-on activities. In addition to the opportunity to acquire concepts and learn to discern

between them and language, the children can, with little modification, incorporate the knowledge acquired at home, to their school-development. The approach is extended to the math curriculum, as evidenced through the descriptions.

The hands-on approach through the "Math their Way" program, for example, employs as manipulatives things that every student knows and can find at home. The program seems to allow a smooth transition from playing with things to tasks such as making certain patterns, etc. A conceivable way to extend this idea is to have the students bring things in the class themselves and start a collection of bottle-caps, stones, or boxes, and use them for math projects.

Cooperative learning occurs spontaneously at times when a group project is developed such as the stone soup in first grade (page 60): here children helped each other in naming the ingredients of the soup.

Team-teaching has been extended to team-learning and team- production in the program, with encouraging results: the kindergarten teachers have created together a unique curriculum likely to be the best suited for their children. It is evident that the kindergarten teachers coordinate their activities closely to maintain parallel skill development.

Language use patterns

The separation and maintenance of the use of languages by the teachers seems well-maintained. The lack of second language fluency of the English monolingual teachers serves to enforce the pattern. The constraint is acutely apparent during the stone soup activity in the first grade where the teacher must ask a student to translate for another (page 65). This turns into a challenge for both, the LEP child who answers and for his bilingual classmates. The teacher legitimizes their effort by accepting the final answer. Throughout the process much learning and cooperation seems to go on, including for the teacher (page 66).

With respect to the student-student interactions, there may not be a set pattern. The brevity of the observation period is an obstacle to any conclusions on this matter. The spontaneous grouping of the students during free-activity period offers only the following: during integrated group activities in the first grades (pages 64-65) both minority and majority students built groups among themselves, yet some mix with students of the other language background.

Teachers and integration.

Teachers appear to make conscious efforts to encourage cross-racial friendships among the students during the afternoon activities (page 64, Spanish room). That is, they are aware that to group the children in racially or language-background balanced classes is no guarantee that they will spontaneously work together.

Observations are insufficient to evaluate the degree of social integration in the classrooms. Yet, they suggest that disagreements among children occur for short periods of time and are not long lasting or deep. They may play together with a member of the other ethnic group for five minutes and argue for the following five. The impressions children have of others may change over time, and during the accomplishment of group projects, as well. For example, the charm of the scene in which one child strokes the hair of another sets back the negative comments of the Latino girls in the Spanish room about their silent classmate (page 64). In the English room, children grouped and regrouped during math activities in ethnically mixed and in homogeneous groups, indicating no set pattern. The evaluation of the integration component, possibly using sociograms, would provide valuable information regarding the significance of the interactions observed.

The organization of the day in Kindergarten points to the possibilities that "socializing activities" may offer to the upper grades for further integration. During snack time together, for example, the children can eat and share food in the corridor without strict adult supervision (page 62). Since in every culture eating together has high integrating value this is a promising aspect of the program.

[for Ethnic Minority Languages in Education edited by Koen Jaspaert and Sjaak Kroon, to be published in the Netherlands; please do not quote without permission].

INTEGRATED BILINGUAL EDUCATION

by Charles Glenn, Ed.D., Ph.D. and
Ivonne LaLyre, Ed.D.

The Bilingual Education Debate

Although foreign observers often praise the provision of bilingual education to millions of linguistic minority pupils in the United States, these programs have become a source of controversy among those who care about the education of minority children. Many who have fought long and hard for equal educational opportunity feel misgivings over the direction in which bilingual education has evolved in recent years. Other advocates of equity consider anything but whole-hearted support for bilingual education as a symptom of "linguicism" if not indeed racism (Skutnabb-Kangas 1988).

Those who share the misgivings about the present condition of bilingual education are hesitant to express this concern in an open policy discussion lest that offer encouragement (as if it were needed!) to those who would suppress bilingual education altogether, for the sake of cultural and linguistic uniformity in American society.

This conspiracy of silence impedes efforts to educate linguistic minority pupils more effectively, taking into account both the homes from which they come and the society in which they will live. Unwillingness to admit that there are bad bilingual programs--as though the use of the minority language were enough to justify any educational practices--makes it difficult to talk plainly about the characteristics of successful programs. As one of the pioneers in bilingual education in the United States warned more than a decade ago,

> Unfortunately, the evidence is . . . clear that poor programs, as too many are, can retard achievement perhaps even more than regular school programs--and may produce children who are . . . illiterate in two languages. . . . The tendency for bilingual education to remain self-contained, to resist outside input, to emphasize ideological commitment rather than content, could all act to prevent the realization of the quality which is so crucial to success of the movement. Time is running out for bilingual education unequivocably to demonstrate its value, and this must happen soon, if it is not to become simply another passing educational fad that failed to achieve its goals. (Troike 1978, 404-5)

We share the concern that bilingual education be subjected to an honest critique. Our concern is not with bilingualism, which we value, nor with cultural pluralism, which we celebrate, but with the ways in which bilingual programs often operate.

Programs that are under the control of educators who do not understand or sympathize with its goals tend to become a form of remedial instruction, with few educational expectations other than to develop English-language skills to a point that will permit a bare survival in a "mainstream" class.

Other programs are directed by strong advocates of bilingual education, and place a much more positive emphasis upon the home language of the children. Many of these programs, however, have the long-term effect of keeping linguistic minority children separate from other children. Many advocates now call for five to seven years, and some place no time limit on the separate schooling of children whose home language is not English.

To civil rights advocates, the name for that is segregation. We fear that it will lead, as do other forms of segregation, to a denial of equal opportunities and of full participation in education and in later economic and political life. A dozen years ago Gary Orfield, the leading American researcher on school desegregation, warned that "without any serious national debate, it seems that we have moved from a harsh assimilationist policy to a policy of linguistic and cultural separation" (Crawford 1989, 40).

How did this alternation between extremes occur?

Many of the immigrant groups who came to North America in the 18th and 19th centuries provided, for their children, schooling that employed other languages alongside English, and a few urban school systems offered bilingual instruction as "'a necessary concession' to bring the children of immigrants within range of the assimilating and value-shaping influence of the common school. . . . Public schools in Chicago began offering German in confidence that 'the number of private schools now to be found in every nook and corner of the city will decrease, and the children of all nationalities will be assembled in the public schools, and thereby be radically Americanized'" (Glenn 1988, 256).

Such accommodations were abandoned in a near-panic over immigration before and after World War I which led also to the first immigrant restriction legislation in American history. It was progressives like Theodore Roosevelt, concerned about the growth of urban ethnic politics, who insisted that "We have room for but one language in this country and that is the English language, for we intend to see that the crucible turns our people out as Americans, of American nationality, and not as dwellers in a polyglot boarding house" (quoted in Crawford 1989, 23).

It was as part of a new wave of immigration, in the 1960's, of middle-class Cubans fleeing the Castro regime, that bilingual education made its reappearance in public schools. The first program began in 1963, at Coral Way School in Miami, and it was followed by other pilots serving pupils of Mexican and of Puerto Rican ancestry, in Texas and elsewhere in the Southwest. Congress in 1968 amended the federal education legislation to provide funding for bilingual programs. Although five million school-age children were estimated to be of limited English-speaking ability, only $7.5 million was appropriated (Castellanos 1983, 83-84), and there was no requirement that local school districts apply for the funds or implement programs.

In 1970 the federal government agency responsible for civil rights issued a guidelines to all school districts in the nation with five percent or more linguistic minority pupils, on the basis of language in the 1964 Civil Rights Act prohibiting discrimination or segregation on the basis of national origin as well as of race. For the first time set an **instructional** goal--remedying English-language deficiencies--was defined as a **civil rights** obligation.

> Where inability to speak and understand the English language excludes national origin-minority group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students. (quoted in Baker and de Kanter 1983, 207)

The guidelines also required that

> Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational deadend or permanent track. (quoted in Baker and de Kanter 1983, 207)

The federal regulations did not require bilingual education as the means to address the needs of linguistic minority children, nor did the United States Supreme Court in its 1974 Lau v. Nichols ruling that the San Francisco schools were required to provide an education to Chinese-ancestry children which took their language needs into account.

It was the Massachusetts legislature which brought together bilingual education as a model form of instruction with the civil rights obligation to meet the needs of linguistic minority children. The 1971 Transitional Bilingual Education Act, which the senior author participated in drafting, required that any school system with twenty or more children of a particular non-English language group "incapable of performing ordinary classwork in English" provide them with instruction through their dominant language while teaching them English.

The programs required under this law are intended to be "transitional" in the sense that a pupil is to exit after three years or when "he achieves a level of English language skills which will enable him to perform successfully in classes in which instruction is given in English, whichever shall first occur" (Massachusetts General Laws Chapter 71A, section 2). Much of the criticism of bilingual education has centered on the charge that many pupils remain separate for substantially more than three years, while bilingual education advocates argue, on the other hand, that three years is too short a time for linguistic minority children to perform on a level equivalent to that of native speakers of English.

Other states enacted laws modeled more or less closely on that in Massachusetts: Alaska and California in 1972, four states including Illinois and Texas in 1973, three others including Michigan and New York in 1974, and thirteen others before the end of the decade (Crawford 1989, 48). By 1980, the states where the great majority of linguistic minority pupils lived had enacted laws requiring or strongly encouraging bilingual education.

Common to federal and state legislation has been a compensatory focus; the 1968 funding authorization was for children "educationally disadvantaged because of their inability to speak English." As the sponsor, Senator Yarborough of Texas, assured his colleages, "It is not the purpose of the bill to create pockets of different languages throughout the country . . . and not to make their mother tongue the dominant language, but just to try to make those children fully literate in English" (quoted in Crawford 1989, 32).

Although the purpose of bilingual education as it was enacted by federal and state legislators was thus compensatory and assimilative, the political significance of the program has been very different. For advocates and opponents alike, bilingual education has signified an alternative to "Anglo-conformity," to be supported or condemned according to whether assimilation is considered a curse or a blessing.

The opponents of bilingual education, it should be noted, are not necessarily supporters of measures to integrate linguistic minority with other pupils. Many of them would be quite content with segregated classes, provided that the instruction was offered entirely in English according to the standard curriculum.

The Danger of Segregation

An important aspect of monitoring schools for civil rights violations is to determine whether any classes or sections in a school are made up disproportionately of minority pupils. Such patterns often indicate tracking of these pupils into classes with lower expectations for achievement--a case of self-fulfilling prophecy. Minority pupils may be assigned to slower tracks because of a false perception, often based upon their appearance or mannerisms, that they are less capable than their schoolmates.

There is a broader question, of course, whether the practice of tracking in itself is not educationally unsound--directly harmful to those in the lower tracks and limiting in more subtle ways to those selected for the advanced tracks. If we must continue to rely upon a lecture-and-quiz style of instruction, tracking may be a necessary evil, but there are other ways to organize a classroom which permit each pupil to work up to his or her capacity and motivation while learning to cooperate with pupils who are very different.

Bilingual education programs can share many of the characteristics of tracking; typically they enroll pupils of a single ethnic group, and follow a curriculum which differs significantly from that of "regular" classes. Interaction with majority children, if it is provided for at all, generally offers few chances to use language or to solve problems together. Bilingual teachers often have little chance to collaborate with teachers of regular classes or to share a sense of the school's overall educational mission. The underlying assumption, in too many cases, is that bilingual education is a remedial program to overcome a deficiency in linguistic minority children, and that their "real education" will begin when they are "mainstreamed."

Separation of children for instruction designed to meet their needs--whether in Chapter 1 programs, or in special education, or in bilingual education--is almost always undertaken with good intentions, but experience has shown that its negative consequences may outweigh its benefits. Pupils may feel stigmatized by their separation, and develop low expectations for themselves which reflect those of mainstream teachers and pupils.

When the separated group is made up entirely of members of a minority group, there is reason to fear that, as the Supreme Court found in its historic 1954 school desegregation decision, separate education can never be equal education.

Studies of language acquisition stress the importance of using the language with peers in activities designed to promote cooperation and reduce anxiety. Real proficiency and confidence in the use of English may never be acquired without deliberate efforts to promote integration. As Canadian researcher Wallace Lambert has pointed out, language learners are greatly helped by fellow-pupils who speak the language natively and thus "exemplify the fact that children as well as adults use and speak the language and that it has communicational relevance" (Lambert 1984, 12). "The more quickly children can take advantage of sources of input other than" the language teacher, Tracy Terrell notes, "the faster will be the progress in acquisition" of the new language (Terrell 1981, 123).

Many teachers and principals who are sincerely concerned for linguistic minority pupils have come to have deep reservations about bilingual education, charging that its pupils "never catch up" and would be better-off in integrated classes from the start, or as soon as possible. They fear that bilingual programs may derive support from teachers and majority parents who do not want linguistic minority pupils "holding back" their classes, as well as from empire-building by bilingual staff and advocates.

Experience with the education of black pupils has shown that a crucial decision-point is reached in the upper elementary grades; if pupils are in a lower track then, they are unlikely ever to catch up

with their schoolmates in a higher track. Many educators press for a three-year or shorter limit to a pupil's stay in a bilingual program out of concern that with each additional year their academic prospects diminish.

These concerns are legitimate, but the solution is not to abolish or to curtail bilingual education but rather to integrate it more effectively into the overall program of schools that serve linguistic minority pupils. As this occurs, "problem schools" can become highly effective for these children and also highly attractive to majority parents who want their own children to experience a challenging and enriched education.

The Need for Bilingual Education

There are strong arguments for bilingual education. Pupils are not going to learn if they cannot understand what is going on in the classroom, and they will learn little if suffering intolerable levels of anxiety. The most important task of the primary grades, in particular, have to do with language development. Whether the language is English or Spanish or Khmer, what is essential is that its use become confident and skillful through a wide range of challenging activities. Real proficiency--including critical thinking--in Portuguese is a better foundation for later success in American schooling than is a "survival" competence in English.

When it comes to instruction in and through English, enrolling only pupils who are limited in their proficiency in a class makes it possible to pitch the English used to their comprehension level, and thus promote the learning of both language and content. Pupils with native proficiency in English are not held back for explanations nor bored by an unchallenging use of language.

These are legitimate reasons for providing bilingual education; there are others which seldom appear in policy debates, but are very real under the surface. Bilingual teachers will say privately that the other teachers don't really care about "their" children, and that the bilingual program provides a safe shelter within which linguistic minority pupils can develop a sense of cultural identity that would be robbed from them by the wider school. Teachers of regular classes may prefer not to be burdened with children whose language needs they are unprepared to meet. Influential majority parents may demand that their children not be held back by sharing a class with children whose English is limited. And for an ethnic community bilingual education may be a major source of professional employment and leadership.

None of these arguments, whatever their degree of legitimacy, require continuing to operate bilingual programs in isolation. The educational benefits of bilingual education can be provided in well-designed schools without the negative effects of tracking and segregation. As Gary Orfield went on to suggest, in the remarks cited above, "I believe that there is a better middle position, one which would encourage integration of Hispanic children into schools which respect their cultural tradition and encourage children of diverse backgrounds to voluntarily study Spanish language and literature in classes that actually have bilingual student bodies." (quoted in Crawford 1989, 40)

Integrated Bilingual Education

The best setting for educating linguistic minority pupils--and one of the best for educating any pupils--is a school in which two languages are used without apology and where becoming proficient in both is considered a significant intellectual and cultural achievement.

We call a school "desegregated" if the overall pupil enrollment reflects, racially, that of the school system. But a school can be desegregated without being truly integrated. Integration involves the nature and quality of interactions among minority and majority pupils in a school, which in turn depend upon how their life together in the school is structured and the climate and expectations created by the staff.

It is not enough for integration to occur on the playground or in the lunchroom--though even that is missing in many "desegregated" schools--if it does not also characterize how the school goes about its primary business of teaching and learning. If the curriculum is not planned with all of the pupils in mind, if teachers are not integrated as they go about their preparation and work, if pupils have no opportunity to work together and learn from one another, the school is not really integrated.

The curriculum goals of an integrated bilingual school reflect the diversity of its pupils, diversity which is not limited to ethnicity or language but is found also within each language and ethnic group. Understanding the ways in which they differ and the more profound ways in which they are alike becomes one of the learning goals for all pupils. Other goals include specific targets for proficiency in the various skill and content areas, whether these targets are met in English or in another languages, as well as age-appropriate proficiency in English for all pupils by the end of the elementary grades. For those pupils who speak English as their first language, the goals may include some degree of proficiency in a second language.

Integrated bilingual schools that stress all pupils learning in both languages are often called "two-way" schools, and they provide a singularly rich educational environment. Advocates of two-way bilingual education do not claim that native English-speakers will acquire native-like proficiency in another language; that would be unrealistic, given the lack of reinforcement outside the school. These pupils do, however, lay a good foundation for continued language-learning through their experience of actively using a second language.

Not every integrated bilingual school is "two-way" in the sense that it provides content instruction to native English-speakers through another language. What is essential to integration is that pupils are mixed for significant learning activities in English, while at the same time the native language of linguistic minority pupils is developed continuously as well as treated with respect and interest by the entire school. The "two-way" form of school organization reinforces the positive effects of integration, while increasing the likelihood that middle-class, non-linguistic minority parents will see educational benefits for their children in this integration.

The staff of an integrated bilingual school take into account, in their planning and their work, that the individual pupils for whom they share responsibility have very different levels of proficiency in English and in another language. This means that the curriculum goals of the school are met through flexible arrangements that include leveling by language proficiency for some learning activities and mixed-proficiency groups for others.

The pupils of an integrated bilingual school have many opportunities to work together on meaningful tasks; the times when they are separated on the basis of language proficiency are also important, but are the exception rather than the rule. Pupils learn to respect one another as resourceful and creative learners and fellow-citizens in the life of the school.

Factors in Successful Integrated Bilingual Schools

Integrated bilingual schools build upon the best of what we have learned from two decades of experience with transitional bilingual education, and make it available to pupils who are not "limited English-proficient." At the same time such schools avoid the negative effects of educational segregation.

Certain factors are of critical importance to the success of an integrated bilingual school. These include (1) how instructional time and the languages of instruction are scheduled, (2) how staff receive the training and on-going planning time necessary for integration, (3) what goals are set and how their achievement is evaluated, and (4) how linguistic minority and majority parents are drawn into the process.

The CLEAR (Center for Language Education and Research) directory of Two-Way Bilingual Education for Linguistic Minority students (1987) lists thirty programs in the U.S.A. Twenty-eight of these programs are in elementary grades and involve Spanish and English. The directory employs the following criteria for consideration as a two-way bilingual program:

a) instruction involves dual immersion with the non-English language used for at least half of the instructional time,
b) each language is used separately, without translation, and
c) English speakers and non-English speakers are integrated for content instruction.

Analysis of the program descriptions in the CLEAR directory reveals commonalities in the areas of curriculum instruction and materials, staff training and qualifications, parent-teacher relationships and evaluation.

CURRICULUM: programs follow the curriculum recommended for all schools in a given state or district rather than going their own way with a unique set of curriculum goals.
To help create an atmosphere in which the non-English language is respected, units are added to the curriculum to celebrate the non-English culture.

A difficulty for some programs is the low or non-existent proficiency in the second language on the part of some incoming pupils; this is especially true of those programs that begin with partial immersion at the upper grades. In these cases the solution has been a preparatory year in which the pupils take lessons for non-native speakers.

When pupil turn-over is high, two-way bilingual programs suffer. Voluntary enrollment has contributed to the stability of some programs. When parents choose to enroll their children in these programs, their cooperation in maintaining their children in the program is practically assured.

INSTRUCTION: many materials are teacher-developed and cooperative learning strategies such as peer tutoring are common.

With few exceptions, instruction alternates the languages used with a half day in one language and then a half day in the other. Other designs include alternating instruction in one of the languages every other day or every two days.

In no case is the content of lessons presented in one language first and then repeated in the second language or vice versa. In most cases, languages are separated by subject; for example, Social Studies may be taught in English and Mathematics in Spanish for some time. Later, each teacher-

language combination will switch so that Social Studies will be taught in Spanish by the "Spanish teacher" and Mathematics by the "English teacher".

At the Oyster School in Washington, D.C., each grade's team of teachers plan extensively to coordinate their work and maintain the separate use of the two languages for all subjects. One teacher may introduce decimal division one morning in English, for example, and the second teacher will then expand on the subject the next day in the afternoon in Spanish. Teachers serve as individual models for each language. In the initial stages, teachers may listen to questions in either language but respond only in the language of instruction in order to demonstrate correct oral language patterns. Under no circumstances is it recommended for a teacher to use both languages for instruction.

Dealing with the problem of maintenance of the mother tongue has developed into something of a crusade in California, with its well-organized Mexican-American communities. Total immmersion in Spanish for English-speaking and Spanish-speaking pupils alike, followed by gradual introduction of English in subsequent years, has been implemented with success and support. In New York and other cities of the East coast, by contrast, instruction in the two languages is usually balanced from the start.

Balancing the use of languages for instruction does not mean, however, that children in two-way bilingual schools and programs receive instruction in two languages in all subjects from the beginning. In many cases reading instruction and initial literacy skills development begin in the language most spoken at home or which appears to be dominant for each child.

STAFF-TRAINING: For a two-way bilingual program to succeed, staff must not only be bilingual but also must understand second language acquisition theory and methods. Training is always on-going in two-way bilingual education programs due to the relative novelty of the approach. Teachers often acknowledge that they are learning by doing.

ANTICIPATED OUTCOMES: The outcomes reported demonstrate that academic language skills transfer from one language to another, supporting Cummins' (1979) theory of underlying language proficiency. Moreover, consistent with reported experience with Canadian and other immersion programs for majority children, during the second year of instruction pupils tend to perform below average in academic achievement tests in their native language. This stage precedes an invariable surge of academic test scores to above average levels.

Although it is expected by program supporters that two-way bilingual education will promote cross-cultural respect and increased self-esteem, only a few programs in the CLEAR directory focus on the development of positive attitudes toward other groups.

Generally achievement assessed through standardized testing at the school district level is used to evaluate the success of programs. Little has been done, unfortunately, in the area of program evaluation to provide disaggregated data and control groups, and to assess the development of positive attitudes towards diverse cultural and racial backgrounds.

PARENT INVOLVEMENT: In the program dimensions discussed above, two-way bilingual programs face special difficulties related to designing new instructional approaches and dealing with uniquely heterogeneous groups of pupils. With respect to the relationship between parents and staff, however, the picture is the reverse, with these programs enjoying special advantages.

The voluntary enrollment of two-way bilingual programs facilitates a positive relationship with parents. Extensive waiting lists are common. In many cases, the implementation of a program has been preceeded by parent surveys and direct input in the planning and designing of the program. As a result, at stake is the education of children whose parents have chosen a school or program in which they conciously share the responsibility of the outcomes.

Parental involvement is essential to the Rafael Hernandez school in Boston, for example, where private funding was raised from foundations, businesses and bake-sales to renovate a playground and supplement the school program in other ways. At the Oyster School, parents were able to raise funds to hire a needed teacher. In the Amigos program, non-Spanish speaking parents take Spanish lessons at the school to better understand other parents and their children.

Low-to-moderate pupil turn-over is reported in two-way bilingual programs, even though programs are frequently located in low-income areas where residential mobility is high.

Examples of Two-way Bilingual Schools

These generalizations from the CLEAR directory and our own observations are supported by the examples of a few of the schools that we are working with or have visited.

The Coral Way Elementary School in Miami

The Coral Way Elementary School in Dade County, Florida is generally regarded as the cradle of bilingual education as a post-World War II strategy for educating linguistic minority children. The bilingual program there was set up in 1963 as an experimental program funded by the Ford Foundation in response to the flood of newly-arrived refugees from Cuba.

The program involved two-way bilingual education for Cuban and Anglo pupils, mostly middle class, from the area around the school. Students from the same first-language group received instruction in language arts and other subjects in that language every morning. In the afternoons, they switched over to their second language and reviewed the same subject matter. The two groups mixed at lunch and in programs in arts, music, and physical education, but not for the core instruction provided by the school (Hakuta 1986, 195).

The Coral Way instructional model has changed since then to adjust to the change in the pupil enrollment from equal numbers of Anglo and non-Anglo pupils to a population of mostly Spanish-speaking pupils; the school draws only from its neighborhood, which has become less integrated ethnically. Since the school is now serving both new immigrants from Latin America and Cuban-American children of the second and third generation who come to school fully proficient in English, the integration is less in terms of ethnicity than of dominant language. Today pupils of different levels of proficiency in English and in Spanish are mixed in the same classes.

Teachers team up by grade: in the morning, for example, one group takes reading and language arts, social studies, science and health in English from the first teacher while a second group is instructed in reading, and math in Spanish by a second teacher. At noon they switch teachers. At some point during the day, both groups receive music and physical education from specialists while their classroom teachers get together to plan their activities for the next day. Other specialist teachers serve pupils, mostly in the early grades, with extra help in English on a pull-out basis.

Since its beginning, evaluations of the project have indicated that Spanish-speaking pupils attain English reading levels as high as controls in transitional bilingual education programs. Simultaneously, their Spanish skills develop to the same level as their English skills. English-speaking pupils compare favorably in reading with controls in monolingual classes while making steady progress in their Spanish reading skills. The aggregated data from the results of the Stanford Achievement Test in the years 85-87 showed steady improvement in mathematics for grades 1,2 3 and 4, where the scores are consistently above the 50th percentile. In English reading comprehension there was marked improvement in grades 4,5 and 6 but the scores maintained a level slightly above the 40th percentile. In comparison with other Florida schools, the Coral Way pupils perform well above the minimum competency levels.

Julia Melendez, the principal, points out that the achievement scores have shown slacking due to the recent influx of refugee pupils from Latin America whose previous schooling is limited; the earlier Cuban refugees were predominantly middle-class.

The Oyster School in Washington, D.C.

In 1971, the desire to integrate Spanish-speaking students led a group of administrators in Washington, D.C. to plan a school where the diversity of the neighborhood could be turned into an enriching bilingual experience. Careful planning included training teachers in second language acquisition methodologies and allowing parents to help select the new principal. When the design required two teachers for each class, the school district accommodated that by eliminating supplemental compensatory education services and reducing the teacher aide force.

The school staff and parents have worked together for more than fifteen years to create a school known for excellence; by the third grade students score two years above national norms in English, and throughout the grades their standardized test performances in all skills remain well above average.

Reading is taught in both languages from the start. One teacher, for example, might teach a class reading in the morning and another teacher do the same in Spanish in the afternoon. By the middle of the first grade the students are reading in both languages. The balanced ratio of language use is maintained throughout the entire elementary school program and for all academic subjects.

To fulfill administrative requirements, student progress is evaluated and reported in English although the instruction is bilingual. Teachers confidently maintain the bilingual model, however, since students demonstrate competence readily in English on concepts acquired through Spanish only. Moreover, the evidence is clear: long after the Oyster experience students maintain both the high academic achievement and biligual proficiency (Crawford, 1989).

The Oyster school model cannot be replicated, some charge, because of the double teaching staff for each class. There is a growing interest, however, in using compensatory education and other supplemental staffing as at Oyster, for team teaching rather than for pull-out services.

Unfortunately the District of Columbia school system has no plans to create additional two-way bilingual schools, despite the long waiting list and publicity surrounding the Oyster. There may be difficulties in recreating that success story in other environments. Although the school draws the majority of its pupils from the low-income Spanish-speaking surrounding, the principal admits that there is substantial selection from that population and from the middle class applicants applying every year. "Both Anglo and Hispanic parents have been known to camp out all night in front of school district headquarters to get their children enrolled at Oyster" (Crawford 1989, 169).

The Rafael Hernandez School in Boston

Eight years after the creation of the bilingual program at Coral Way School in Miami, a group of parents, community leaders and educators in Boston founded the Rafael Hernandez Elementary School. Its purpose was to provide good quality bilingual education to a growing Latin American population. Although accommodated in cramped quarters attached to the Boston Public Schools' central kitchen, the academic reputation of the school improved steadily.

In 1975, as a result of implementation of a court-ordered desegregation plan, the school admitted for the first time black and white pupils who did not speak Spanish. Since the facility then in use was too small to accommodate a full regular education program alongside the existing bilingual program, it was necessary to adopt a two-way bilingual education model, with English-speaking and Spanish-speaking students receiving instruction in integrated groups. When the school moved to a larger facility (there are now 360 pupils in grades pre-kindergarten through six) the two-way program had become a major source of attraction to parents.

Although 83 percent of the pupils at the Hernandez qualify for subsidized meals, indicating a low average socio-economic status, the school ranks among the highest in Boston in achievement on standardized tests, and there are many more applicants than can be accommodated.

Commitment to the two-way bilingual model was at first expressed largely by offering Spanish as a Second Language classes for English-Speaking pupils. This training was not enough to produce real proficiency among the English-speaking pupils, however, and parents and teachers worked together to develop a curriculum and pedagogy that would meet the expectations that lead parents to volunteer their children for the school. The Hernandez is in the process of becoming a model not only of effective education for Spanish-speaking students but also of effective two-way bilingual education.

Students begin reading in their dominant language in first grade, grouped for that subject according to their language proficiency. Once assessment indicates readiness, they begin reading in the second language while continuing to read in the first. Placement, standardized tests, and teacher judgements are used to decide about this and other student program changes. For social studies, science and mathematics, students are in mixed groups by grade; alternating languages in these subject areas occurs by switching languages after each monthly thematic unit. Spanish becomes the "language of the school" several days a week when its use is required at lunch and during public announcements and other daily administrative tasks.

Thanks to the collaboration of universities and businesses in the area, the quality of the staff, the leadership of the principal, and parental involvement, the Hernandez students are exposed to a wide range of innovative and enriching teaching strategies. 95% of the teachers are certified in bilingual education by the state of Massashusetts. They decide the content of six annual training workshops revolving around curriculum problems. Teams of parents and teachers visit other schools and attend conferences and workshops on two-way bilingual education models and strategies. Other staff training focuses on strategies for effective instruction, such as whole language, "big books," and computer-assisted learning. As noted above, parents have played a crucial role in raising funds necessary to improve the quality of education at the school.

As in most two-way programs, the most severe problem facing the school is the transfer of students in the course of a year or their elementary school training. Parents are encouraged to maintain their children in the school for the entire program, which is gradually being extended as far as the eighth grade.

A description of the Hernandez would not be complete without mentioning the sense of competence, comradeship and pride that confronts the visitor and marks the atmosphere of every corner of the school.

Like the Oyster school, the Hernandez has for some years attracted more students than could be accommodated, without a response from the school system to replicate the two-way model. This year, however, as a result of Boston's new controlled choice desegregation plan, the system is committed to developing additional two-way bilingual schools, and the state's Office of Educational Equity is providing funding for a planning process that will enable teachers in several other Boston schools to work together to develop an integrated bilingual curriculum at each school.

The Amigos Program in Cambridge

The AMIGOS program in Cambridge, Massachusetts, started off with two kindergarten classes in the Fall of 1986, with the intention of adding a grade each year; it is now in its fourth year and covers grades K-3. The enrollment is entirely voluntary, 50% Spanish-speaking and 50% English-speaking black and white pupils, as required by Cambridge's controlled choice desegregation plan.

All groups are racially mixed and receive half of their instruction in Spanish and half in English. Early in the implementation it was found that switching instruction in the middle of the day from one language and teacher to a second teacher and language was too unsettling for kindergartners, and the following year the pattern was changed to alternating language and teacher every other day.

Since the two languages are used for instruction from the start, teachers use strategies that employ the use of the languages in natural situations. Although simultaneous teaching of reading in two languages has been deemed confusing by some second language acquisition theorists, the experience of the Amigos staff makes them confident that students are progressing adequately in both languages. Yearly evaluations in the past two years indicate that pupils have performed significantly better than expected.

Very few pupils have left the program since its inception, and the Cambridge desegregation office does not assign new pupils during the course of the school year.

The evaluation design is a significant feature of the AMIGOS program, and was planned from the start as an essential component of accountability and program quality. In addition to the evaluation of academic achievement and language proficiency, the outside evaluator also monitors the relationships and attitudes of pupils towards their peers. For all comparisons, control groups have been sought, making the evaluation of success as independent as possible from teacher bias.

The parent involvement component is another important aspect of the program, since all parents have volunteered their participation. Parents of both language groups participate in second language classes offered at the school, several volunteer to help by tutoring children, and still others represent the school at workshops and conferences related to bilingual education.

The Chandler Magnet School in Worcester

While the Amigos program was planned as an experiment and thus has had the luxury of starting with kindergarten and adding one grade a year, the Chandler Magnet came into existence at grades kindergarten through eight in one year. With a growing enrollment in Spanish bilingual programs, Worcester decided to create a new desegregated magnet school to accommodate over 200 Hispanic pupils and an equal number of non-Hispanic volunteers. The state Office of Educational Equity funded a year of planning, at the end of which a new school with a two-way bilingual theme came into being in a former intermediate school building.

The disadvantage of this approach was that the older pupils could not be integrated for instruction through Spanish, and the enrichment lessons provided in Spanish make no pretence of developing full proficiency. For the pupils--two classes at each grade level--who entered in kindergarten and first grade in 1987, the program has not been truly bilingual.

In kindergarten, children develop cognitive and oral language skills in both languages. In first grade, reading begins in the dominant language. In grades 1-3, Spanish-dominant and English-dominant students are grouped to receive instruction in English language arts according to language ability and grade. In this manner, Spanish-dominant students with adequate English proficiency are able to participate in integrated classes with their English-dominant peers. They also integrate for the non-academic subjects (music, art and physical education). The two groups separate to receive content area instruction in their dominant language, English as a Second Language and Spanish as a Second Language.

Since the principal, the program staff, and the pupils are all volunteers, they are highly committed to the model. The teachers, the principal, and parents participate intensively in recruitment of new pupils and have the sense of ownership essential to high academic performance, self-esteem and collaboration.

Relevance to European Education

Those who believe that immigrant children in Europe should be encouraged to maintain and develop the language of their parents or grandparents often cite American bilingual education with approval. Skutnabb-Kangas is more accurate in describing transitional bilingual programs of the sort that are commonly found in the United States as "a more sophisticated version of submersion programmes, a more 'humane' way of assimilating" (Skutnabb-Kangas 1988, 40).

It is true that, in comparison with the education systems of Western Europe, those of many American states have placed more stress upon the use of the home languages of linguistic minority pupils for instruction. In contrast with policies in Sweden and Bavaria, however, no state makes provision for instruction in a minority language without regard to a pupil's proficiency in the language of the school and host society.

Maintenance of the first language of linguistic minority children is not an explicit goal of the Massachusetts bilingual education programs, for example, however much that may be on the agenda of some bilingual teachers and community activists. There is little provision, in the United States, for **enrichment** instruction in the home language and culture for pupils otherwise integrated into regular classes, as in the Dutch onderwijs in eigen taal en cultuur, the German Muttersprachliche Unterricht, the Swedish hemspråksundervisning, the French enseignement de languages et cultures d'origine, or the Canadian Heritage Language programs.

American bilingual education programs are, at least from a public policy perspective, essentially remedial and transitional. Some make relatively little use of the native language of pupils and are thus comparable to the "reception classes in extended form" operated since 1976 in some cities in North Rhine/Westphalia. The charge could fairly be brought against the former which has been brought against the latter, that

> Although these classes distinguished themselves from other [German] bilingual models in that it was their explicit purpose to transition pupils to regular German classes, rather than to re-integrate them into the school systems of their homelands as in Baden-Wurttemberg and Bavaria, all of these models must be regarded primarily from the perspective that in practice they isolate foreign children and deny them "the opportunities for education available in the German school system" without offering them an education appropriate to the immigrant situation. One must assume that, when they were established, a more important motivation than the official goals was to "limit loading" [with foreigners] of German classes. (Boos-Nunning & Henscheid 1986, 68)

Advocates point out correctly that the effectiveness of bilingual education as an instructional strategy should not be assessed on the basis of programs designed to fail.

Other American bilingual education programs essentially evade the intentions of the legislators and judges who have ordered them, and become separate and parallel education systems within what is perceived as a hostile or indifferent environment. As such, they too often become that educational deadend or permanent track against which the federal civil rights office warned in 1970.

If that were the whole story, it would be depressing indeed. Fortunately, however, the situation is at least to some extent redeemed by the existence of a number of excellent programs, like those described above, and by the commitment of some of the finest educators in America to work within bilingual education.

There is a growing recognition that the educationally sound direction is neither "English Only" nor separate development, but what is beginning to be called "English Plus." This calls for teams of teachers with different language skills and training, working together to develop the full potential of each pupil, including that acquired from language use at home and in the community.

Evaluations of Western European programs to build upon the home language and culture of linguistic minority pupils invariably stress problems arising from lack of cooperation with regular classroom teachers. There are exceptions, whether pilot programs as in Enschede and Leiden, or simply the result of teacher initiatives, but such exceptions are rare. When a school like Enghoj in Hvidovre integrates pupils and teachers, it becomes celebrated (and controversial) across Denmark and beyond.

There are two European initiatives, however, which are closely related to the model of integrated bilingual education described above. One is the Swedish model of sammansatta or integrated home language classes, in which (for example) Finnish and Swedish pupils learn together, with two teachers working as a team and demonstrating the equal status of the languages (Norbelie 1983). Unfortunately, this approach, though it has produced excellent results, has received far less international attention than have the segregated home language programs in Sweden publicized by Skutnabb-Kangas, Cummins, and others (Lofgren, 1986). According to Ekstrand, linguistic minority pupils in such integrated bilingual classes reach the same level of proficiency in their mother tongue as pupils in segregated mother tongue classes, but also reach a much higher proficiency in Swedish (1985, 2407).

In West Germany, there is a pedagogical initiative of considerable interest to those seeking to integrate bilingual and regular education. Commonly called "intercultural education," it is entirely distinct from what in the United States is referred to as multicultural or in Britain as multiracial

education. The emphasis is not upon teaching about the distinctive cultural heritage of ethnic groups, but upon developing effective pedagogy that permits minority and majority pupils to work together on learning tasks on a basis of mutual respect (Hegele and Pommerin 1983, Pommerin 1988).

While neither of these initiatives is characteristically "two-way" in the sense that majority and minority children are learning each other's languages, they confront the central questions of integrated education for linguistic minority pupils: how curriculum, teachers, and pupils can be integrated effectively, and what forms of pedagogy will best support such integration. Such components of effective integrated bilingual programs as cooperative learning and whole language activities are being implemented in a number of European schools.

Although policies for the education of linguistic minority pupils differ widely among nations in Western Europe, and among states in West Germany and the United States, there is far more similarity among individual schools which are doing a really effective job with these children. The challenges to which teachers in these schools--including the two-way bilingual schools described above--are responding are forcing them to find new ways to share their work and to challenge and support a wide range of abilities.

Where American practice, shaped by the civil rights struggles of the sixties, differ most from those in Europe is in the emphasis which we place upon integration as a component of educating linguistic minority pupils effectively.

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TWO-WAY BILINGUAL EARLY CHILDHOOD PROJECT (K-3)

COST CONSIDERATIONS

Teachers; training; and materials.

PROGRAM DESCRIPTION

A two-way bilingual early childhood program promotes bilingualism for two language groups. This program will provide K-3 students with a developmentally appropriate curriculum in both English and another language. Reciprocal language enrichment provides for native language maintenance while fostering second language learning. It will include approximately equal numbers of native speakers of each language. Extended day K-3 students who participate in the TWEC project will attend both a morning and afternoon session. One session may be conducted entirely in English, and the other in another language. The curriculum will be coordinated to ensure that students are covering similar content in both sessions. Early childhood education guidelines relevant to mainstreamed special education students will be observed. At each grade level appropriate activities to promote cultural understanding will be included.

PROGRAM OBJECTIVES

1. To help students learn a second language and to learn in a second language.
2. To foster student, staff, and parent appreciation of different cultures and languages.
3. To help students achieve the goals of the K-3 curriculum in two languages.
4. To develop activities to help parents become more involved in their children's education.

PROGRAM SEQUENCE

1. Assessment of language proficiency and achievement in the content are in native and second language by the in-school Language Assessment Team and curriculum planning for September.
2. Workshops for teachers on two-way early childhood curriculum, student placement, assessments, development of ongoing staff development calendar.
3. Classes begin - weekly Cluster meetings, parent open house.
4. Language Assessment Team meeting organization.

5. Multicultural festivals, field trips in the communities where the languages are spoken for better understanding of how people live and other activities to promote cross-cultural interaction.
6. Staff Curriculum workshops.
7. Mid-Year student assessments.
8. Ongoing program evaluations, workshops, student assessments.

STAFF TRAINING

All staff will participate in in-service training on two-way and early childhood curriculum, Lau compliance, testing, and parent communication/involvement. Training in second language acquisition strategies and methodology will be provided to all staff. Training will include issues of self-concept development, selection/adaptation/development of culturally imbedded curriculum.

PARENT TRAINING

Parents will receive services, training, and a newsletter about school activities and the Two-Way program. ESL and SSL workshops, and orientation on ways to contribute to school programs will be provided.

EVALUATION REQUIREMENT

See the Evaluation Plan at the end of this Prototype Section.

COMMENT ON REVISION

NOTE: this Prototype is also available in the Restructuring Prototype Section.